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AS WE GO TO PRESS

There's been a shake-up in our make-up. Of course we are hoping you will like the changed typography of the headings and the somewhat altered order. At any rate what we have done is symbolic of our desire to keep out of ruts and to improve our service to our clients.

▼

As the Fall term opens, we are wishing everyone of you as richly rewarding a year as you have ever had. May we suggest—for one thing—a way to get the "mostest and bestest" out of your relations with the Journal of Education?

▼

An editor is like a public speaker. He does his best for an audience that RESPONDS. Suppose, for example, you were to read each issue with a view to talking back—telling the editor that you agree or disagree with this and that; in your opinion something should be done, etc, etc.; or here's a tip that so and so of such a place IS doing a certain thing.

We have no wish to shirk our task by asking you to edit the Journal—but you can help immeasurably by sending us your suggestions—opinions—news items—letters (confidential or otherwise)—illuminating articles.

Other forms of response that will help us do a constantly better job for you are these: Prompt renewal of subscriptions on first notice. Letting our advertisers know you look for their announcements in the Journal. Recommending the Journal to your friends.

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If you think the Journal of Education has a truly important function in American life—don't just "take it." Let us hear the echoes of your interest.

Contents:

TEXTBOOK TOPICS AND REVIEWS 168

EDITORIALS
Countering our Fifth Column
Teachers in the Draft
More Libraries Needed
The New "ATPI"
School Calendars War-Riddled
Dr. Cody's Retirement
Caution for Future Archeologists

THE PLACE OF FEAR IN HANDLING CRIME AND DELINQUENCY — Harold H. Punke 173

HERE IS THE VOICE OF YOUTH — Roy E. Morgan 175

VITALIZING THE STUDENT COUNCIL — Walter Johnson 176

HOW ABOUT CLASSES IN FRENCH? — Louis Foley 178

THESE WAR-TIME CHORES — Willis A. Sutton 180

THE DENVER CONVENTION — Belmont Farley 181

CAN WE LEAVE OUT RELIGION — Lucy Torzella 183

WHO WANTS TO BE A PUBLIC SPEAKER? — Carroll D. Champlin 184

THE PHYSICAL CAUSE OF STAMMERING — Margaret Towey Evans 186

INTEREST YOUR STUDENTS IN POLITICS — Helen M. Waltermire 188

GOOD MORNING, TEACHER — Ruth C. Frey 191

IT SEEMS TO ME — Byron C. Kirby 191

SPEAKING OF SCHOOL — Randall R. Penhale 192

THE NEWS DIGEST 193

GRINS BETWEEN GRINDS 198

. . . TEXTBOOK TOPICS

Where and When You Want It

"Besides," argued the textbook topics speaker, "the textbook is more available than the teacher. It can be carried around."

Yes, to be sure. The textbook is more conveniently carried around than the teacher. The exceptions may be passed over lightly.

For our own part, we like the textbook because we can shut it off when we get tired. We can make it repeat what we want repeated and we do not have to listen to repetition of what we caught the first time over.

We feel, too, that what the textbook says has been the result of long and careful preparation—while it could be that a teacher, having been out the evening before, is a trifle uncertain what it's all about anyway. It will dawn upon the teacher in a day or two, but just at this critical moment when we are all primed to welcome a certain piece of information or exposition, we are glad to find it staring at us from the pages of a book.

Reading As Basis For Democracy

Dr. Lyman Bryson of Columbia declares that not more than ten per cent of adults in this country ever read a book. Newspapers and magazines, of course, are read more widely. Yet when it comes to magazines the mass of readers prefer the so-called pulps, which require a minimum of mental effort.

Dr. William S. Gray of the University of Chicago similarly states that the average American who has reached mature years has little more reading capacity than a seventh grade child.

Such a situation, if it be true—and few would deny those statements are essentially correct—is a reflection upon something or other and perhaps several somethings. Natural intelligence, for one thing. The Creator may not have provided this in superabundance or distributed it too wisely. For another thing, many of the books intended for adults might stand a good deal of simplification and clarification without lessening their literary quality in the least.

However, after blaming everything and everybody else, one must include the schools. They have probably failed to develop reading ability to the extent that reading becomes a pleasurable exercise and a lifelong habit.

Happily a good many schools have lately awakened to the fact that reading is not a study that can be safely dropped at the end of six or seven grades. A vast amount of fresh attention now goes into reading in the secondary school and there has been some percolation into the early years of college.

May it not likewise be true that pupils should be put more upon their own in the task of gleaning knowledge from textbooks—modern, well written ones, well illustrated and attractive to hold and handle?

Learning through companionship with textbooks is bound to increase

Publishers Organize Textbook Institute

NEW YORK.—On June 15, 1942, representatives of twenty-eight textbook publishers met at the Commodore Hotel and formed an association to be known as The American Textbook Publishers Institute.

The institute will not attempt to deal with trade practices within the industry. Its objective, as stated in its constitution, is "to study and seek to reach a constructive solution of all problems having to do with the use of textbooks as the tools of learning."

Among possible activities designed to attain the above objective, the institute, in accordance with its constitution, will seek to "promote better understanding by the public of the place and the need of the text book in American education, formulate a public relations program to increase the public service rendered by the industry, encourage and cooperate in stimulating research on textbooks and teaching problems directly affecting the use of textbooks, and assist in helping to win the war and the peace that will follow by cooperating with our national government and its agencies."

The following persons were elected members of the board of directors for the institute: Dudley R. Cowles, president of D. C. Heath and Company; Edw. H. Kenerson, a director of Ginn and Company; J. W. Prater, vice-president of Houghton Mifflin Company; George P. Brett, Jr., president of The Macmillan Company; Murray N. Parker, president of Benj. H. Sanborn & Co.; R. C. McNamara, vice-president of Scott, Foresman and Co.; Burr L. Chase, president of Silver Burdett Company; W. P. Johnson, president of Webster Publishing Company; James G. Stradling, vice-president of the John C. Winston Company.

Dudley R. Cowles was elected president of the institute. Other officers chosen were as follows: First vice-president, George P. Brett, Jr.; second vice-president, Murray N. Parker; secretary, Edw. H. Kenerson; and treasurer, Burr L. Chase. The executive committee is made up of the president and the secretary, ex officiis, and James G. Stradling, R. C. McNamara, and J. W. Prater.

The complete list of textbook publishers joining the institute is as follows: The Bobbs-Merrill Company, Follett Publishing Company, Ginn and Company, The Gregg Publishing Company, Harcourt, Brace & Company, Harper & Brothers, D. C. Heath and Company, Henry Holt & Company, Houghton Mifflin Company, Laidlaw Brothers, Lyons & Carnahan, The Macmillan Company, McCormick-Mathers Publishing Company, Charles E. Merrill Company, Newson & Company, Noble and Noble Publishers, Inc., Rand McNally & Company, Row, Peterson & Company, William H. Sadlier, Inc., Benj. H. Sanborn & Co., Scott, Foresman and Company, Silver Burdett Company, The Southern Publishing Company, The Steck Company, Webster Publishing Company, John Wiley and Sons, Inc., The John C. Winston Company, and World Book Company.

AND REVIEWS . . .

reading ability and thus the capacity for going on with intellectual and cultural growth in adult life.

Since such growth is vital to the successful functioning of democracy, the ample use of books in school may well be an important clue to the solution.

HEALTH AND SAFETY

Outwitting the Hazards

Now and then there appears a book which really does "fill a long felt want." Whether the need of *Outwitting the Hazards* was realized or not, no one who has examined the volume will question its value. We have here a book on accident prevention written for the high school period. Among the types of hazards discussed are those of one's immediate environment, occupational risks, and dangers resulting from the automobile.

The publishers have encased the material in a volume which is outstanding in appearance, even in this day of attractive books. The illustrations and diagrams are educational in themselves. For example, there is a high page containing a picture of a bicycle with specific data in regard to the points that require testing in order to keep a bicycle in safe condition. In the unit entitled, "On Guard against Hazards in the Home," we find a full page illustration of a girl making her way down a cluttered cellar stairway.

Two units are devoted to the automobile. After reading them one is impressed that they should be compulsory pabulum for every beginning driver, and some experienced drivers who have developed dangerous habits would profit very much by contact with them. The author is the superintendent of the Evanston Township High School, Evanston, Illinois. It is interesting to remember in this connection that Evanston is famous for its systematic and successful effort to decrease the number of automobile accidents.

OUTWITTING THE HAZARDS. By Francis L. Bacon.—New York, Chicago, San Francisco: Silver Burdett Company.

American Health Series

New in the field of health and safety education is the "American Health Series," by Wilson, Almack, Baker and others.

What with the six books of the series now ready and three more to come, provision has been made for hygiene teaching in every grade from the first to and through the ninth, one book to a grade. Profusely pictured in color, these readers make hundreds of essential rules and cautions not only clear but impressive. The volumes appear to be well graded. They should prove exceedingly useful in training up a generation with more sense than to maintain America's record of over 100,000 deaths due to carelessness each year and unnumbered others caused by diseases that could have been prevented. Carelessness has been called this nation's "seventh column." The "American Health Series" offers admirable equipment for fighting that home-front enemy.

THE AMERICAN HEALTH SERIES. Charles C. Wilson, John C. Almack, Clara Belle Baker and others. The Bobbs-Merrill Company — New York, Indianapolis.

ENGLISH

Applying Good English

As its title suggests, learning by doing is the keynote of "Applying Good English," new member of the important series prepared by Canby, Opdycke and Gillum.

Aimed at the needs of the ninth grade, the text provides a thorough review of both composition and grammar, with frequent attention to testing the proficiency of each pupil. The authors have recognized that the average ninth-grader is not concerned with becoming a creative writer but with acquiring the ability to express himself clearly and correctly through reporting an experience, writing a business or social letter, or telling a story. He cares for rules of grammar only as these are useful sign-posts along the route where he is going. Under wise direction he will add to his vocabulary in the course of his journey, not with words offered for their own sake but words helpful to convey his message. Explanation and narrative receive marked attention.

In the tasks it sets before the pupil and in its introductions to these tasks, this text seems notably successful. With it any good teacher should be able to bring up the English of a ninth-grade class to a standard that will do her credit.

APPLYING GOOD ENGLISH. Henry Seidel Canby, John Baker Opdycke, Margaret Gillum.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Modern Business English

"Business English is standard English adapted to the needs of business." This phrase quoted from Charles Chandler Parkhurst's revision of Babenroth's widely used textbook naturally makes a strong appeal to those educators who have objected to the position that there exists an insurmountable barrier between the English used in business and that spoken and written by ordinary mortals in other walks of life. We are further told here that the term, "business English," is simply utilized for convenience.

The essential point of view of the book is the application of the generally accepted principles of English composition to the needs of business. First, it deals with fundamental principles and then with their utilization in immediate business situations. Practically five hundred pages are devoted to the art of letter-writing. Such a proportion may, at first, impress us as too much, but one does not have to do such a great deal of thinking on the subject before he realizes that a large part of the subject of business English has to do with correspondence. One of the appendices deals with the timely subject of "Military Correspondence."

"Modern Business English" is a large, handsome, and convenient volume. There are enough exercises to meet the needs of the most thorough course. The list of commonly misspelled words in Appendix II is a

highly interesting exhibit. It should be tried out on many groups.

MODERN BUSINESS ENGLISH. By A. Charles Babenroth. Revised by Charles Chandler Parkhurst.—New York: Prentice-Hall, Inc.

Short Stories in Parallel

The study of two tales that are alike, yet not alike, and the comparing of them with each other, has long been one of the most effective devices employed in literature and writing courses. The teacher of English will therefore be pleased to run across "Short Stories in Parallel," wherein are a dozen aptly chosen pairs of stories, with excellent introductions, biographical sketches and study hints.

Here will be found, to begin with, two stories having the same plot: "Our Lady's Juggler" by Anatole France, and "Our Lady's Tumbler" by an unknown writer. Later in the collection come a pair of animal stories; and other pairs of crime, sportsmanship, humor, love and so on along with those other themes on which amateur and professional story tellers commonly spin their yarns. The anthology would be a good one even if its four and twenty narratives were unassorted, but it is the pairing that gives it special distinction as a classroom implement.

SHORT STORIES IN PARALLEL. William F. Bauer and W. Paul Bowden. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

SOCIAL STUDIES

Our South American Neighbors

Arrival of a new book by Frances Carpenter, dealing with South America, is an event sure to quicken the pulses of many teachers as well as many boys and girls.

"Our South American Neighbors" is divided into four units. The first unit takes the youthful reader or student on an airplane tour of general observation in a sort of triangular direction from Panama to Brazil, Argentina and back up the west coast to Colombia. Unit Two treats of individuals who have figured as pioneers or heroes in the history of South America—discoverers, explorers, conquerors and liberators—all the most important ones are included, and their aims, adventures and achievements make fascinating material. Unit Three follows with a more detailed study of each South American country, its people, its climate, its resources, its culture and other characteristics. The fourth and final unit considers the relations existing between the United States and South America, the necessity for improving and cementing these relations, and how more can and should be done.

Pupils will come away from this delightful volume not only with a fund of information and understanding on the subject of South America, but with an aroused curiosity and an enhanced friendliness that will, in all normal cases, go on functioning for years.

It is a significant text on a subject that insistently demands more particular attention in the curricula of United States schools.

OUR SOUTH AMERICAN NEIGHBORS. Frances Carpenter. The American Book Company—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco.

School of the Citizen Soldier

Why are we at war? What are we fighting to defend, and what to defeat? What sort of fighting men and forces must we overcome? How are our armies, fleets and marine services organized? What are our backgrounds, traditions and ideals as a nation? What do we need to know about world geography, the sources of raw materials, the zones of battle and the routes of supply?

To enlighten the members of the Second Army on these and kindred matters, General Ben Lear caused an excellent course of lectures to be prepared for the trainees under his command. These lectures have now been gathered into a volume titled "School of the Citizen Soldier." It is a work that should be used far more extensively than was at first intended.

Nothing would contribute more to the success we all desire than for every citizen to have read this book. It is a masterpiece of selection, clarity and illumination. If ever a textbook deserved to become a best seller, this is it. It is America's answer to "Mein Kampf."

SCHOOL OF THE CITIZEN SOLDIER. Adapted from the Educational Program of the Second Army, Lieutenant General Ben Lear, Commanding. Editor, Robert A. Griffin, Lieutenant Colonel, General Staff Corps; Assistant Editor, Ronald M. Shaw, Lieutenant Colonel, Cavalry.—New York, London: D. Appleton-Century Company.

EDUCATION

Educational Psychology

The very fact that a third edition of a college textbook has been found necessary is evidence that it has filled a need. The first edition of Jordan's Educational Psychology was published in 1928 and the second in 1933. In his preface to this edition the author informs us that considerable effort has been made to bring every line and sentence up to date. About half of the book has been rewritten and the other half so carefully reappraised and reorganized that the result is an essentially new book based on the classroom experience of the fourteen years in which the work in its older forms has been used.

Since most of those who are at home in the field of educational psychology are familiar with the general scope of this standard work, little need be said here in regard to its distinctive qualities. It will be remembered that there is an unusually clear and informing study of heredity and environment in their relation to the learning process. The section on "How to Study" is both practical and fresh. In a book of this type such material is naturally scientific rather than a conglomeration of advice as to how to perform miracles through modifications of external conditions. There are two chapters on the theme of transfer of training which represent the latest findings in regard to this subject of perennial controversy.

In this edition one of the marked features is the introduction of numerous applications of psychological principles to school situations. Although educational psychology is always somewhat more difficult than the Elsie books or the writings of Horatio Alger of more or less blessed memory, this work possesses to an unusual degree the virtue of being readable. On account of its combining this quality with solid scholarship it should be a volume of more than ordinary usefulness.

EDUCATIONAL PSYCHOLOGY. By A. M. Jordan.—New York: Henry Holt and Company, Inc.

Editorials

Countering Our Fifth Column

Sedition, treason, spying, sabotage—these are not among the pure and lovely things St. Paul urged Christian people to think and talk about. But they represent forms of activity that menace the security and well being of our country as gravely as do the planes and tanks and ships and guns and bombs of our axis enemies in the field or on the sea.

Spying and sabotage, when committed by an alien, are legitimate parts of war, bearing extreme penalties well known to all who undertake such exploits. Executions like those of the six saboteurs who landed on our shores from submarines and carried enough dynamite and money to have wrought measureless harm—these were nothing to get soft and sentimental over. The fortunes of war are seldom nice—but they are what they are.

When, on the other hand, a naturalized or native American citizen turns traitor and proceeds to assist the enemy, so much contempt is heaped upon him by decent Americans that the offender must be pretty obtuse not to feel it as the weightier portion of his punishment.

Few of us will probably have personal contact with individuals whose words and acts are so sinister we can feel warranted in reporting them to the FBI or our local police. But we shall encounter persons who unknowingly or intentionally spread malicious stories about our allies, for example, or stories that breed disunity among our own citizens.

Our foes possess sharp weapons of attack in ideational battles and they wield them with trained dexterity. Citizens of democratic nations, on the other hand, stand on the defensive and concerted action is more difficult because each citizen is an individual. In the final reckoning, intelligent free men will win. But they must be intelligent in the process or they will not be free when all is over. And intelligence implies self-fortification against false attitudes and false words that the enemy would like us to believe.

Teachers in the Draft

There is no law exempting male teachers from the draft. Few men of the profession would want such a law or feel flattered by it. Male teachers are volunteering and being drafted, precisely as are men in a thousand other occupations. Draft boards ought to consider whether any given teacher is more useful where he is than he is likely to be in the army. It would not be good to remove every last man from a school faculty—or to take an individual who is highly important to the war effort where he is. But draft boards will generally be too busy with everything else to determine each teacher's assignment with just and delicate scales. Many of the younger men in teaching will be taken or will go. The schools will miss them. But older men and men with dependents will continue to teach and to administer, unless and until the demand for fighting men grows more insistent.

More Libraries Needed

Thirty-five million Americans are still not reached by the services of any public library. Such is the estimate made by an investigator working over the figures of the 1940 census.

The same investigator finds that 91.8 per cent of the people lacking library facilities are in the rural areas. That leaves only about three million of them in the cities.

Libraries vary greatly in their educational value. Some are much more successful than others in circulating the sort of reading matter that inspires, informs and awakens the mind. But even the libraries with lowest I.Q.'s contain a sufficient amount of good reading material to spell opportunity for any man, woman or child to go on with his or her own education. And the absence of libraries in any given area means an educational shortage of a serious nature. Such a shortage will, for one thing, reflect itself upon the system of public schools. Where there is little reading, there is little understanding of the aims of education and a scarcity of citizens able to serve on school boards.

Part of the difficulty arises from the comparative poverty of many rural districts and of certain entire states. It looks like a case for Federal aid and equalization. But before such aid arrives, as it might have arrived already were it not for this war, there are things that can be done by private philanthropy, by extensions of existing state and local services and in other ways. The first requisite to having a public library is that the local people want it badly enough to do something themselves toward securing and supporting it. The late Andrew Carnegie knew popular psychology when he refused to give library buildings unless the town or city agreed to maintain the library at its own expense.

The New "ATPI"

Sometimes an item buried in the inner pages of a newspaper is packed with more significance than a front page story. One such item was the announcement early in the present summer that an important group of educational publishers met at the Commodore Hotel in New York and formed a new organization called the American Textbook Publishers' Institute. Not all the publishers in this field, but actually twenty-eight of them joined this enterprise, the purpose of which is to cultivate a better understanding of the textbook's relation to modern learning.

It took years of circumspection and much courage at the last for these publishers to decide upon this step. There was the danger that they might be suspected of wanting a monopoly. There were wide divergences of opinion among the publishers themselves as to what they could and should attempt in common. Shades of the old NRA arose to haunt discussions. Reason triumphed in the end, and a safe course was charted. The Institute will deal with educating the public to the importance of the textbook and, in turn, with learning from the public and the schools how the textbook can render utmost service to the boys and girls.

The plain truth is that false economies in the purchasing of textbooks have shaken the foundations of the one industry that is education's most necessary silent partner.

If the Institute accomplishes anything like what its members hope for it, the next few years will see a marked awakening of the American public to the value and indispensableness of the textbook. The fact that the publishers themselves will also benefit financially does not impair the worthiness of their cause.

School Calendars War-Riddled

School calendars are experiencing the biggest shakeup in all their history. A thing called "acceleration" is taking place. It is as if the speeding no longer done by law-abiding citizens on the highways had suddenly been shifted to the avenues of education as a needful adjunct of the national war effort.

What with the summer sessions of colleges expanded to twice their customary length, any industrious student in good health can pack four years of higher education into three. Many high schools let their seniors finish at the midyear and receive full four-year credit for three and a half years of actual high school attendance.

Our navy enrolls young men and lets them finish their college training before requiring them to start their service. But the navy wants them to put on speed.

Another disruptive force affecting calendars of the new school year is the fuel situation. Many schools and universities are moving their opening dates forward, omitting some of the usual holidays and short vacations, and deliberately extending the Christmas recess well along toward March, to conserve oil or coal and thus contribute to the supplies available for private homes and industry.

All of which is fine and patriotic as well as prudent. In the long run, moreover, educational calendars may gain from the rough treatment they are now undergoing. They have been pretty much the result of tradition and old habit until now.

Dr. Cody's Retirement

Retirement of Dr. Frank Cody as head of the Detroit schools is one of those regrettable things the clock of time is always doing to school systems. Detroit feels its loss with unusual keenness because Dr. Cody's twenty-three years in the superintendency have made the city so proud of its schools and of their leader.

Dr. Cody's professional colleagues throughout the nation are also regretting the news of his withdrawal from the post so long identified with his name. They will be happy to learn, however, that he is continuing in educational service in the important office of President of the Michigan State Board of Education. Some may even share with us of the Journal the pleasure of knowing that Dr. Cody will continue on our Advisory Staff, of which he has been a member since its beginning.

Detroit has been the center of Dr. Cody's educational activities for more than fifty years. He was superintendent in Delray when that suburb was merged with Detroit in 1906. He was elected to the top position in Detroit proper in 1919, at a time when the Detroit schools were at low tide, following a period of unsuccessful reforms. Frank Cody became a respected and effective leader in the direction of higher educational standards and ideals. His analytical mind and common sense solved many a difficult problem arising from Detroit's phenomenal growth in industry and population during the past two decades.

Congratulations, Dr. Cody, on so grand an opportunity so well utilized all these years. And may many more years of happy, active service be your lot.

Caution for Future Archeologists

Grains of wheat, hidden in Egyptian pyramids for thousands of years, have been brought to light, planted, and made to grow.

Perhaps a thousand years from now an unexploded bomb of 1942 will be dug out of the ground and will blow its discoverers to atoms.

Moral: Don't judge civilization by isolated samples.

THE PLACE OF FEAR IN HANDLING CRIME AND DELINQUENCY

HAROLD H. PUNKE
Georgia State Woman's College
Valdosta

"CRIME doesn't pay," is the theme song that concludes many recent movie, newspaper, radio and other skits which aim to influence the masses in regard to crime. Such skits are typically built around situations in which the criminal is caught or otherwise suffers individually for the wrong he has done—usually a wrong to another individual. The approach is thus individualistic; it emphasizes the idea that an individual who commits a crime will eventually suffer as an individual.

Teaching of this kind is based on fear; fear in the individual regarding consequences to himself personally. One object of punishment has been to deter potential criminals, through such fear of consequences. Among characteristics which it is often asserted that punishment must exhibit are "swiftness" and "certainty." These characteristics fit into the fear picture—there shall be no dallying and no escape from the consequences to the criminal.

Perhaps the fear appeal in general could be fitted into an evolving pattern in regard to treatment for wrongdoing. If one attempts to sketch such a pattern, he need not tarry in considering the conceptions of right, justice and responsibility of stone-age man. Perhaps the family group judged acts done to individuals by members of other groups, and responded accordingly—whether the response be called punishment, administering justice, defense, aggression, or something else. It is not easy, and not important here, to estimate the extent to which the acts of such aggravating and responding agencies constituted a scale of justice according to current judicial thinking.

"An eye for an eye, and a tooth for a tooth," however, indicates recognition of a crude concept of balance and justice, as reflected by early Hebrews. Such justice was perhaps motivated by a combination of desire to seek revenge and to inculcate fear; fear of retaliation—of what will happen if one takes the eye or tooth of another. From the family as the agency administering justice, this civic function shifts to the clan or to a larger social unit. Feuds within modern nations reflect a stage in the evolution of social regulation in which the family is still the agency for enforcing justice. International affairs constitute another jungle of human relationships; one into which regulation by international cooperation and law seems as yet to have made only precarious inroads. Revenge, retaliation and the inculcation of fear seem strong motivating factors in the "justice" administered through feuds and wars.

Revenge has often been an important motive for punishment in American history, with some unit of government such as the county or state acting as the law-enforcement agency. Revenge here embodies the idea that the criminal committed an offense against some member of the social group, therefore the group must do something equally severe to the criminal. Fear of consequences is thus an accompaniment of revenge. The two have been prominent even in most recent penology.

Questions regarding the *causes* of crime were not systematically attacked before the rise of modern sociology. It was presumed that some people were of definitely vicious and criminal natures, by genes or by other acts of God, and that the way to handle these people was to frighten or to liquidate them. When sociology recorded that crimes were more common in some environments than in others, and charted type and frequency of crime in relation to habitat, the doctrine of innate criminality and of individual responsibility for crime began to weaken. With this sociological contribution, society began to recognize a degree of community responsibility for producing criminals. Accordingly there appeared efforts to re-educate and rehabilitate the criminal, to *bring him back* into acceptable society. If society could make a person criminal through educational or other environmental influence, it was reasoned that society could re-make him into an acceptable citizen.

The point here is that the foregoing efforts at punishment and reform have rested on an individualistic appeal. Punish or frighten the individual because of his individual responsibility for the crime, or re-educate him so that he will think of himself as a respected individual, and as an individual might climb back to approved status among other individuals. None of these procedures emphasizes the social loss due to crime, or appeals to the sense of social responsibility in the actual or potential criminal. Obviously a higher plane of social understanding and a higher level of ethical achievement is demanded

for the social-responsibility appeal to be effective, for each to be his brother's keeper, than for the primitive and individual fear motive to operate. It seems, however, that in the social evolution of treatment for delinquency a level should be reached in which individuals take account of the social loss caused by crime, and hence of collective loss to all who are part owners and part directors in the society in which the crime occurs.

Certain aspects of social loss can be illustrated by reference to the crime of lynching. When a lynching occurs, nearly everybody in the community feels less secure than before the lynching, and nobody feels quite certain how much farther regulations will be ignored or what haven of refuge he might seek in order to escape lawless attacks. Moreover, there is a loss to the community from the standpoint of respect and dignity. Technically trained persons who are interested in a peaceful and stable pursuit of professional or technical work, are less likely to go into communities in which such disturbances as lynchings occur, than into communities which offer more security to themselves and their families. Chambers of Commerce are often sensitive to social consequences of this kind because of the effect upon potential economic investments in the communities affected. Moreover criminality is also accompanied by the direct financial cost of maintaining police force, courts and jails for accosting, trying and incarcerating criminals. Hence it seems that it should be possible to appeal to a sense of social or collective responsibility in the individual, and to illustrate by reference to concrete types of social loss such as the three foregoing types, without depending largely on the more elementary appeals of revenge and fear.

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There is another reason why fear of punishment is not a satisfactory basis for social efforts to secure lawfulness. That reason grows out of social inconsistency. There are many situations in peaceful pursuits as well as in wartime activities in which courage is commended, and in which society in various ways tries to bolster the courage which individuals manifest in the face of danger. Schools often make special effort to develop courage in children, military training has among its objectives the development of physical courage, and courage is an important element in civilian morale—in Quisling states or in the United States. When a society thus stresses courage as a desirable trait in social betterment, it seems illogical to use the opposite trait of fear as a basis of punishment for crime, if punishment too is intended for social betterment.

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Aside from being illogical, fear has other weaknesses as a deterrent from crime. Thus one might suggest that after a soldier has for a time faced the bombs, machine guns, cannons, etc., of an ingenious opposing army, the clubs, tear gas, pistols, etc., of policemen are rather mild instruments for instilling fear—although there is no intent here to consider the so-called "waves of lawlessness" sometimes thought to accompany or follow wars. Moreover if religion or other forms of approved idealism effectively teach the individual that he should be courageous and should not fear death, how is the death penalty going to frighten him? If in reality there is inconsistency here, there must be error either in our religious and ethical concepts, or in our dependence on fear as a motive in punishment for crime.

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Social understanding and a spirit of cooperation as a basis for securing lawfulness demand educational effort. To base on this foundation our efforts at securing lawfulness thus recognizes the social obligation of educating the individual, not through stimulating a primitive fear reaction but through developing in him the understanding and the attitudes necessary for sensing his part in the collective responsibility for a law-abiding society. Developing an understanding of the specific ways in which he, as a shareholder in good government, is a loser when any kind of crime occurs anywhere in society, is part of the educational process. This procedure utilizes the individual as the medium, but focuses his attention on collective welfare rather than on individual fear.

The same principle applies to international lawfulness and international criminality, although there may be isolation senators and others who accept the idea of developing a sense of collective responsibility as a basis of lawfulness when thinking of the home land, but who accept anarchy and piracy as the best to be hoped for in the field of international relations. Obviously it would be a major task to work out and maintain the kind of education needed, even for a given country, to develop universally the sense of collective responsibility for lawfulness and collective loss resulting from crime that has been suggested. In view of the cost of domestic and international policing and wars, however, considerable educational effort in both domestic and international spheres would seem justified.

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The foregoing paragraphs of course do not in any way belittle the importance, for the development of lawful domestic or international relations, of influencing law-making agencies to provide social regulations under which human beings can decently live.

HERE IS THE VOICE OF YOUTH

ROY E. MORGAN
The Pennsylvania State College

An Educational Creed

We believe:

That education is the basic approach to social progress and reform;

That it is the duty of all educators to insist upon the school as the primary and effective means of stimulating reform and thereby advancing the social standing of all;

That the teacher is not to be engaged in the mere factual training of individuals, but that his ultimate aim should be the formation of proper social habits;

That it is the duty of the teacher, as a member of the community, to select the influences which shall affect the child and to assist him in properly responding to these influences;

That the social life of the child should be emphasized in the light of the fact that his experiences may be easily used to help him solve problems in his present as well as future life.

We believe:

That education is the responsibility not only of the separate states, but of the nation as a whole;

That if we are to improve the machinery of our democratic order, we must provide a means by which everyone will become cognizant of the fact that man, if he is to give the best of his abilities to the improvement of his own lot as well as that of his neighbors, needs some force to guide his thoughts and actions into proper channels;

That this powerful force is education, not only education of the nation's children, but of the adults, foreigners, p h y s i c a l l y handicapped, and all other potential groups.

We are convinced:

That if everyone is to receive equal opportunity to work and achieve any goal within his limitations, then education must help the superior people as well as the inferior people to fit themselves into society.

* * *

Here is "An Educational Creed" that is not the studied resolution of an assembly of liberal educators, as might at first seem, but instead is the out-spoken philosophy of a group of young college sophomores, prospective members of the teaching profession in Pennsylvania. That is significant, for it implies that youth is thinking in terms of a better world, made so through education.

Assuredly all those engaged in education realize the need for a philosophy—whether it be a philosophy of life, a social philosophy, or an educational philosophy. The latter is especially important in the case of prospective educators, since a sound philosophy of teaching seems almost indispensable to success in that profession. How hopeful it is then when a group of education students give voice to a creed so heartening and promising for the school of tomorrow.

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Out of a Project Came a Creed

This particular credo was the outcome of a project worked on recently by an introductory education class at the Hazleton Undergraduate Center of The Pennsylvania State College. Especial credit for it goes to Florence Peters Campanell, Irene Sendek, and Michael Kulick, three members of the class now enrolled on the Main Campus at State College. It was only one of the many projects worked on during the year but it proved to be the project. As any experienced instructor k n o w s, once in a while in the life of a teacher *a light* shines forth from a class that bids fair to stream over his teachings of many years past; this was just such *a light!*

If we consider a philosophy as a scheme of thought to serve as a basis for rational action, then this creed offers a set of tenets worthy of consideration by all interested in education. Here is a system of values to guide the educative process, a system of values emphasizing education as the fount of social progress and reform. If such a code as this is vitalized into action by these young students and others like them in today's universities and colleges, American education, indeed, promises well for the future.

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Aim of Education in a Democracy

The fundamental aim of education in a democracy, to rephrase John Dewey, is essentially the preparation of each individual to participate in the continuous reconstruction, improvement, and enrichment of the patterns of individual and group living. That is certainly the idea stressed in the second section of the creed. That, along with the necessity of understanding that education is a federal as well as state responsibility.

The relation between society and the individual is the outstanding factor in any educational philosophy. The welfare of both must be kept in mind in the formulation of any political, social, economic, or educational program. This has been done in the present case, particularly in stressing the democratic ideal of equal opportunity for all. At the same time the importance of fitting the individual into society proves to be the crux of the entire statement.

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Hope for the Future

Most significant is the fact that here youth is talking in terms of improving the democratic order, seeking social progress and reform, making the world of tomorrow a better one in which to live. This is anything but defeatism, thank God. If fear has been the greatest enemy of the democracies, let us take heart in these vibrant, vital words of youth. Who knows but that the real "wave of the future" is expressed in the spirit underlying this creed?

VITALIZING THE STUDENT COUNCIL

WALTER JOHNSON
Curriculum Coordinator, Public Schools
River Forest, Illinois

MANY elementary schools, in an effort to foster a democratic spirit, have organized student councils. We know that many of these organizations, under wise guidance, have helped to make schools centers of creative living. We also know that many councils, after the excitement of the first all-school election, slowly descended to the "valley of death."

In any discussion of student councils, it also behooves us to recognize the fact that many schools, probably the majority, have not seen fit to organize a student council. Otto and Hamrin cite two studies which show that approximately one third of the surveyed elementary schools have central student councils.[1]

Thomas G. Masaryk once said that democracy is "a state wherein human beings do not use one another as a means to personal gratification; and wherein each man, woman or child is recognized as something intrinsically valuable."[2]

As teachers working with elementary school children, we must recognize the intrinsic value of the ideas and thoughts of those whom we teach. Children do not learn the processes of intelligent group action in a vacuum. We have an obligation to make each child feel that his ideas and thoughts are important to the well being of the group in which he lives. As teachers we are also obligated to provide the opportunity and suggest the machinery whereby each child in our schools can express, and experience resultant action on, an individual point of view that has promise of improving some phase of living in the realm of the school community.

We know that a healthy fruit tree, planted in a desert, will soon die if not given the proper attention. We also know that these same trees with proper irrigation, spraying, pruning and cultivation develop into fine horticultural specimens.

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It is easy to understand why a student council perishes in a spiritual desert. Those of us who have faith in effective pupil participation as a means of developing responsible social maturity are eager to know some of the nourishing factors in certain successful councils.

The virility of a student council is sustained by:

(1) Administrative encouragement. The spirit of the superintendent and principal is bound to, sooner or later, flavor the work of the council.

(2) An energetic, cooperative teacher attitude. Teachers must be convinced of the worth of student participation in school policy and be willing to help children develop a more mature point of view.

(3) Active room organizations. Children develop the "work together" attitude in their own group. It is difficult to conceive of a tolerant self-desciplined individual coming from a teacher-dominated room.

(4) Having members of Mothers' circles or Parent-Teacher Associations as members of the council. Representatives on the council from parent organizations, beside the public relations possibilities, would be of great help in the sponsorship of many worthwhile school activities.

(5) Having the council meetings as part of the curricular activity of the children. After-school council meetings are bound to be unpopular with both children and teachers.

(6) Providing for the great variation in age, interest, and communication levels in an average elementary school. Some schools meet this problem by having the council include only the upper grades or perhaps fourth to eighth grade children; other schools have felt that there is a definite place for both a junior council (Kindergarten through third grade) and a senior council (fourth through the sixth or eighth grades).

(7) Growing evidences of social

[1]Otto, Henry J. and Hamrin, Shirley A., "Co-Curricular Activities In Elementary Schools," p. 310, D. Appleton-Century Company Inc., N. Y., 1937.

[2]Chicago Daily News, March 7, 1942 (Definition by Thomas G. Masaryk in a copyrighted interview in the Chicago Daily News, 1933).

maturity among children. Council meeting should show an evolving growth toward an ever greater social competence, away from teacher-principal dominance.

(8) Correlating talk with action. There must be a follow-up on suggestions of the council. Children will soon lose interest in an ineffective organization where all talk and no activity is the practise.

(9) Avoiding emphasis on negative rule making. We must always realize that the rules of any organization are only a means to an end. So often discipline rules are given to a council as problem number one—no wonder so many councils are short-lived.

(10) The quality of the activities which are undertaken. A council may have an excellent organization with fine cooperative teachers and parents, but if worthwhile interest-laden activities with all-school implications are not carried out, the council will still be a failure.

It therefore seems to be of great importance in a consideration of student councils to suggest a few activities which have promise of doing much to give the organization purposeful stability. A council could be a real service to the school community and its students by:

1. Sponsoring a "Barter Day" once every month. Children in elementary schools outgrow bicycles, toys, skates, dancing shoes and a host of other things. Boys and girls love to trade. Some parents, no doubt, would be interested in obtaining used materials of various types which probably could be purchased at a fraction of the original price.

2. Checking closely on the causes for absence. If a contagious disease is in evidence, a campaign of precaution could be taken. Probable causes for colds could be studied. Results of studies could be of value to the health of an entire school and probably of an entire community.

3. Studying conditions of the school playground. Many school playgrounds are of little value a good part of the school year because of improper drainage and impervious top soil. A systematic record of the condition of the school grounds, over a period of time, by a council group and the presentation of this evidence to the superintendent would be of tremendous help in bringing the problem to a head.

4. Establishing a cooperative school store. Children could invest small amounts of money and share in the profits from time to time. The council could determine the policy of the store and secure those items for which there seemed to be a demand.

5. Sponsoring a "spring garden" campaign. The council could be instrumental in disseminating valuable guidance in relation to garden planning. Seeds could be sold through the cooperative store and individual grade groups could be encouraged to plant and later place on sale cabbage and tomato plants which could be transplanted in home gardens.

6. Stressing the importance of delivering official and occasional school notices to parents. Important home notices could be discussed during council meetings. This information, in turn, could be brought back to individual groups by council members. Distribution and the collection of parent answers on notices could be a helpful council function. Perhaps each child should have a durable envelope, provided and cared for by the council, to insure home delivery of notices.

7. Building, with the help of all children, a central instructional aids library. Models, objects and specimens of all kinds could be brought to school and placed along with other aids, at the disposal of all children in the school. By combing the community and writing for help to relatives, friends, museums, commercial firms, and social and governmental agencies in other communities, much valuable educational material could be collected and classified for use. It is just another way to link interest, real experience, and learning.

8. Sponsoring activities which give children a feeling of participation in the war effort. Besides the garden project already mentioned, activities such as Junior Red Cross work and Defense Stamp sales could be undertaken. Here parents could play a most helpful role. Parents could be called upon to help with Defense Stamp sales and to assist in teaching skills in relation to the crafts which are undertaken by various groups. This parent help would be a strong factor in guarding against teacher overload, with its resultant ill effect on children. Enthusiasm could be sustained by council-sponsored publicity and reports on the progress of stamp sales and other activities. Wide use of charts and posters for this purpose would, no doubt, be very effective.

9. Sponsoring an annual hobby show for children, parents and teachers. People with hobbies usually enjoy sharing their "collecting experience" with others. Many inspirations to start hobbies probably would result from an all-school or community hobby show. Parents are tremendously impressed if a school encourages useful interests among their children.

10. Sponsoring a vigorous home safety campaign. By far the greatest number of accidents take place in the home. A questionnaire could be formulated by the council which would have sections for the child, the father and the mother. If the answers to the questions would attest to the safety of a given home, a safety sticker could be given to the child to place on one of the windows at home. Home safety would then be looked upon as a family responsibility, with each member in the family playing an indispensable role.

There are, of course, numerous other equally worthwhile student council activities for elementary school children. Each school setting should suggest unique potentialities in the realm of pupil-parent-teacher participation.

HOW ABOUT CLASSES IN FRENCH?

The present plight of France itself does not lessen the importance to us of the French language, literature and culture

LOUIS FOLEY
Western Michigan College of Educatio
Kalamazoo

ON THE day in June, 1940, when we heard the desolating news that France was defeated, a friend telephoned me and asked, "What is going to happen now to the French language?" I reminded him that just as many people as ever were still speaking and thinking in French.

That question, asked by a person usually very thoughtful and sane-minded, shows how people's sense of reality and of permanent values can be dimmed by the terrible events of these years. In these times that try men's souls as they do, it is easy to lose sight of even very simple, clear, and dependable truths. One of these, a truth of which apparently some teachers and educational advisors need to be reconvinced, is that the tragically altered international situation has not diminished the value of the French language or the desirability of teaching it in our schools. Indeed, from a purely military point of view, it is quite conceivable that knowing French may yet prove much more useful to Americans than it was during the first part of this war, nearly a generation ago.

It is to be understood that insistence upon the value of French need not be taken to imply hostility toward the study of any other tongue. Knowledge of *any* language is certainly a priceless possession. Particularly in these times, however, we must keep a sense of proportion.

Recently there has been much publicity in favor of studying Spanish, on the ground of closer relationships between our government and those of Latin republics of the South. This was well prepared for by the notion, long current among our students, that Spanish is "easier" than other foreign languages in the curriculum. Of course, for a certain number of our citizens, Spanish has always been useful. Even a substantial increase of that number, however, calls for no educational upheaval. For the great majority of our people, Spanish will continue to have about the same value as in the past. But in any event, now when finally our country seems willing to recognize and accept the responsibility of its world position, it would be sadly ironical if we were to shut ourselves up linguistically in a hemispherical attitude.

There are also other things to be kept in mind. As for "good neighbor" diplomacy, what nearer or better neighbor have we than good old French Canada? Besides, there are other French-speaking countries in this hemisphere, not without strategic importance. And it should be remembered that the cultivation of French is traditionally widespread in the leading nations of South America. No one can really understand South American culture without realizing that profound truth. When President Prado of Peru visited Washington, it was reported in the news that a number of our Congressmen spoke to him in Spanish. Less emphasized was the significant fact that he "replied easily in French" when he was addressed in that language.[1] It was, however, only what might be expected of a well-educated South American. Our "neighbors" to the South will not think less of us for any attainments we may show in the French culture which has deeply influenced their literature, their educational system, and their civilization in its entirety. Authoritative contemporary testimony leaves no doubt as to the importance of French cultural influence in South America.[2] It was a South American writer who described Buenos Aires as "Chicago in body and Paris in soul."[3]

Most English-speaking students would do well to study French as their *first* foreign language. It is the one most closely related to our own. At the same time, the experience of its unrelenting insistence upon precision and clarity at every point, makes other languages easier to learn afterward. These things, of course, are aside from and in addition to the incalculable intrinsic value of French for its own sake.

During long years previous to 1914, as the result of ceaseless propaganda both insidious and brazen, the study of French was shamefully neglected while German monopolized attention in our schools and colleges. When the World War changed this situation somewhat, it was not so much a mere prejudice against everything German as the turning back to a more sane and normal point of view. In any American program of language-study, there are many reasons why French may logically claim first place. To assume, as certain "educators" apparently do, that French is for the average American merely a foreign language on an equal footing with any other, is arbitrary and unrealistic.

The machinery of German propaganda was already at work long before 1914. After 1871, Germany made a vast and sustained effort to discredit France and everything

[1] Merry-Go-Round, Washington, May 18, 1942 (Detroit Free Press, May 19).

[2] For instance, Louis Furman Sas, "The Spirit of France in Argentina," The French Review, May 1942, page 468.

[3] T. R. Ybarra, America Faces South, page 118.

French. German writers built up a conception of France as characterized by "physical degeneration," "political idiocy," and "intellectual sterility." Such persons as Theodore Mommsen and Max Nordau spread the idea of alleged French "degeneracy."

People had to be extremely gullible to swallow such ridiculous slander. That was the very time when the French were producing the matchless *Grand Larousse*, the first rotary press, three great new observatories, the society of aërial navigation, liquefaction of gases, the work of Pasteur, the writings of Dumas, Daudet, Zola, Mallarmé, Verlaine, the art of Rodin, Manet, Monet, the music of Bizet and Saint-Saens, the marvellous architectural restorations of Viollet-le-Duc, the Hall of Machines, the Eiffel Tower, and world expositions which have ever since remained the models for universal imitation—to mention only a few examples taken at random. Nevertheless the Germans succeeded surprisingly well in making people forget French achievements. Already functioning was the barbaric method which Hitler has perfected, and which he explains so clearly in *Mein Kampf*: in spite of people's common sense, in spite of the knowledge of those who know better, one can make any absurd falsehood prevail by shouting it confidently and continually.

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This synthetic method of manufacturing public opinion, according to specifications, fits in with a German expression which was launched about the time of which we have been speaking, and a mistranslation of which produced the phrase, since greatly overworked, "the psychological moment." It was wrongly assumed that "das psychologische Moment" referred to a *moment*, whereas it meant what we called *momentum*. The connection is clear enough between this and the whole theory and practise of emotional "build-up," of "putting over" ideas, of skillfully using "mob-psychology"—in fact the complete technique of German propaganda at home and abroad.

Despite our traditional friendship with France, there has been a strange and persistent conspiracy of silence concerning French contributions to our American civilization. The work of French explorers and settlers on this continent is commonly minimized, so that the average pupil passing through our schools underrates its importance. Students of American history fail to realize how much a knowledge of French would aid them in such studies. Even in diplomatic dealings with Canada, there is tactless and pointless emphasis upon the notion of "*English-speaking* nations," as if some mystic virtue were thus implied.

The public schools seem to indoctrinate our youth with curious misconceptions of etymology. It appears that many teachers of English—to say nothing of classes in Latin—give their students the notion that our language is about one-half "Latin." No mention is made of the plain fact that the French element in our speech is not only much greater but far more deeply an integral part of it. Yet this could be demonstrated by an analysis of almost any ordinary paragraph.

Probably the average educated person fails to realize that most of the objects which symbolize modern American life—the automobile, for instance, or moving pictures, or the skyscraper, or standardization of machine parts —are French inventions. As a symbol of our most precious national ideals, what is there to compare with the Statue of Liberty? That gift from France in 1876, commemorating the centenary of our Declaration of Independence, was no isolated incident. The Declaration itself had been largely foreshadowed and prepared for by eighteenth-century French thought, and Independence would probably not have been won without the military, naval, and financial aid of France. In practically every department of life, French contributions have made themselves felt through the entire modern world.

Never before could the *average* American student learn French so easily, or apply his knowledge so directly. Well-trained teachers, up-to-date methods, attractive textbooks, good French reading-matter produced in this country, phonograph records, regular programs on the radio, all contribute to this favorable situation. It is a far cry indeed from the cold, dry, academic manner and atmosphere in which French was largely taught —insofar as it *was* taught—in this country a generation or two ago. No subject in the curriculum can show in recent years more intelligent or more sustained effort toward the improvement of educational technique.

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At what previous time have there ever been in America so many distinguished French writers, scientists, outstanding members of various professions, as there are right now? We may be proud of the fact that it was at New York that M. Antoine de Saint-Exupéry published his masterpiece *Pilote de Guerre* ("Flight to Arras"), which critics have hailed as "the greatest book of our time." That is only one of the events which stand as incentives for Americans of this generation to be acquainted with the French language.

Surely we can retain the youthful vigor of our nation and yet achieve a more mature international outlook than we have characteristically had. As an organic part of the modern world, America must be deeply concerned with the safeguarding of that European civilization which produced what we have and are. And the very soul of that civilization, throughout modern times, is French culture, to which the French language belongs as an inseparable element. The education of our youth in this generation is going to be unfortunately affected if we permit such truths to be temporarily obscured.

THESE WAR-TIME CHORES

They keep us busy after hours. But they are richly rewarding to ourselves and our schools in many ways

WILLIS A. SUTTON
Superintendent of Schools
Atlanta, Georgia

WHILE it is true that much time is being consumed by the public school teachers in rating employees for great industrial and defense plants, in rationing sugar and gasoline and in registering civilian defense workers and draftees and performing many other services in the collection of waste materials; nevertheless all of these things are affording to the schools an opportunity to contact the public, which contact has been greatly needed and in many cases really earnestly desired.

The public schools of the nation have been too much the questless; too much isolated from the work of the world. In many communities a whole generation has passed before a man who graduated from one of the elementary or high schools ever returns for any purpose to a school building, unless to participate in some public function or to cast his ballot. In the war effort, the school has become the center of activity, and being this center it has given the opportunity for every citizen in a community to meet the teachers in his particular school, to know their personalities, to appreciate their efforts and to understand what they mean to the community, the state and the nation.

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The war has given opportunity for evaluating what we have attempted to do through the public schools in health and the bettering of physical condition of our people. It has given us the privilege of understanding our failures as well as of exalting our successes. The very fact that the rules and regulations for the selection of the draftees were more strenuous as far as physical conditions were concerned at the opening of the effort than they were in the period of 1917, 1918 and 1919, gave us a standard by which we might gauge the efficiency of our health system. It taught us above everything else the need of cooperating with the home, in producing healthier, stronger, better men and women. It has intensified our efforts to improve the diets of our children, not only in the schools but in the homes. It has strengthened our determination to have physical examinations; to put more emphasis upon oral hygiene. When we learned with amazement that a very large percentage of those who were rejected were refused purely and simply on account of dental caries, then the nation commenced to realize what some of us have known for years, that good teeth and the care of the mouth is one of the greatest means of promoting health.

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We have conducted a program for better oral hygiene in the Atlanta schools for twenty years, and we were happy to see the results in the examination of our boys for the service. While throughout the nation a very large per cent of the people were turned down on account of poor teeth, the percentage among those who went out from the Atlanta schools was relatively small.

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The great war effort has given us an opportunity to check the waste that was about to sap the very life of our nation. We were wasting our physical and mental energies; we were absolutely recreant to all ideas of thrift with reference to saving of paper, rubber, iron, steel, tin and a hundred essential materials. It brought to mind that these things were not only worth saving but that in learning to conserve natural resources on the farm and about the home and to save waste materials we were impressing upon ourselves a most important lesson of saving and conserving our own energies and our own souls.

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Rationing at first seemed a very unpleasant thing, but it has called attention to the fact that we have been wasteful in the use of this great natural resource known as gasoline. It has made us feel that we must share the good things of life—sugar for example—not only with people of our own army but peoples of the world. It has tended to cut down our selfishness, to make us think of others, to plan for our nation, and to exalt in ourselves the element of sacrifice. Surely these have been marvelous advantages for the schools and the children to realize in the development of character.

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But above all, the school is becoming the center of activity, the place for accumulating waste material, the place where people have to register, the center where civilian defense classes are taught, and where people gather to study First Aid or nutrition, where nursing has become the chief study for the women of the community. The very fact that hundreds of people without children must go to the school house in order to get their ration of sugar, and hundreds of men who send their children to private schools, and never understand what the public school system means, must visit the nearest public school in order to be ra-

tioned for gasoline, has brought this great host of people—men and women—the rich and poor, high in social class and the masses into one great center—the schoolhouse—where they have met the greatest leader in American life—the public school teacher; where they have basked in her smiles and thoughtfulness; where they have received their sugar ration or their gasoline card at her hand; where they have been taught the lessons of first aid, and where the diet of children has been studied. These things have brought an opportunity to the public schools that it is difficult for us to overestimate.

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And with every opportunity comes increased and added responsibility. The administrators and the teachers of the nation should see that the public is courteously treated; that information is given with a smile; that registering is done as efficiently as possible, and that every service which the schools can render, not only to the childhood, but to the adulthood and business of the nation, is given with promptness and efficiency and gladness. This will not only bring a response from the people but will help them to understand that in the schools, in the teacher and in the school administration is the hope of building a real democracy for our nation.

THE DENVER CONVENTION

Eightieth N.E.A. gathering considers the effects of the war upon education

BELMONT FARLEY

THE 7500 teachers who attended the 80th annual convention of the NEA at Denver, June 28-July 2, found their way to the meeting in the face of many handicaps imposed by wartime restrictions on travel, by additional burdens incident to the national program of defense, and by the reduction of local teacher staffs due to increasing calls from the munitions industries.

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The convention itself strongly reflected the impact of the world war on education in the United States and abroad. One of the most alarming effects of the war discussed was the rapidly growing seriousness of the teacher shortage. It is estimated that school will begin in September with nearly 100,000 teachers absent from their classrooms—a figure representing ten percent of the teachers in the whole nation, mounting to almost twenty-five percent in some of the states where the disparity between income from teaching and income from war work is greatest. The lack of teachers is most pronounced in those fields from which come the greatest demand for trained present and future military personnel — mathematics, chemistry, physics, industrial arts, and vocational shop work of all kinds. Many of the men who teach these courses have been called upon to enlist their skills either in the war factories or in the armed forces.

Measures advocated to meet the situation included lifting the ban on married women teachers, increasing teachers' salaries to a point where they are consistent with the rapidly rising living costs, the introduction in teacher training institutions of "refresher" courses for ex-teachers who are returning to the classroom, the acceleration of teacher preparation in normal schools and colleges, and the establishment of teacher placement as a feature of the federal employment services.

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A two-day post-convention conference of secretaries of state education associations, state directors of the NEA and other officials of state and national associations called by NEA President Myrtle Hooper Dahl and Executive Secretary Willard E. Givens appointed a committee to give special consideration to the problem of teacher shortage. The committee, headed by H. V. Holloway, director from Delaware, called for immediate steps to curb a "critical and irreplaceable" loss in teaching staffs. Among the steps suggested was that teachers "deferred by selective service boards so that they may continue to teach should be given insignia and written certificates indicating that they have been assigned to teaching duties by the Federal authorities so that no stigma may be attached to their deferment."

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"We believe," said the committee, "that those teachers who are so deferred and assigned to teaching duties because they are working in fields basic to military and war production efficiency would be making their greatest contribution to the war effort." The committee urged that the NEA and various state associations join in a petition to Chairman Paul V. McNutt of the War Manpower Commission and General Lewis B. Hershey, National Director of the Selective Service System to take such steps as will bring about the

deferment of teachers in essential fields.

Frequent recognition was given at the convention to the accounting to which the war is submitting the teachers, the school systems, and the program of education in the United States. The teachers were lauded from many quarters for their effective participation in wartime activities, including aid to the sugar and gas rationing, to the selective service system, to the war stamp and bond campaign, to the salvage drives, to the Red Cross, and to the Civilian Defense program. High praise came from President Roosevelt in the following statement:

> Now that the school year is drawing to a close, I want to express to the school officials and teachers of the United States . . . the appreciation of their government for the many special services rendered in the war effort. They have helped to bolster morale on the home front, have worked overtime in helping to register citizens for the Selective Service, as well as for sugar and gas rationing, and in many other ways they have assisted in civilian defense activities. I know that their cheerful and efficient service in these matters in addition to their main work in the schools and colleges, their uncomplaining overtime in the cause of freedom and democracy, have served to confirm the faith of the American people in the schools as a major bulwark of the nation.

Among the failures of American Education emphasized by the war is the wide extent of illiteracy among men of military age. United States Commissioner of Education, John W. Studebaker, discussed the recent announcement made from the White House that fully fifteen divisions of the potential soldiers in the Selective Service System had been turned down because of practical illiteracy. The Commissioner expressed his hope that a way might be found to prepare these men for some kind of service to country, and his confidence that teachers are ready to make a substantial contribution to the elimination of this inadequacy as soon as the needed federal legislation makes their contribution possible on a nation-wide scale.

While a bill now before Congress may result in temporary alleviation of this serious lack of preparation for immediate service, the view was expressed by many speakers that the permanent eradication of functional illiteracy in the United States waits upon the establishment of universal educational opportunity through federal participation in school support. The legislative Commission of the NEA reported progress on the passage of S. 1313, which would enable all American children in whatever state they may reside, regardless of race, or of economic status, to have the rudiments of an education. The bill, recommended by the Senate Committee on Education and Labor for adoption by the Senate is now before that body for its consideration.

Up-to-date appraisal of world affairs, with emphasis upon the political and military activities of Europe, the United States and the Far East, was made for the teachers by Mrs. Vera Micheles Dean, of the Foreign Policy Association; Walter H. Judd, physician, former superintendent of hospitals in China; Lynn U. Stambaugh, National Commander of the American Legion, and Col. M. Thomas Tchou, former secretary to Generalissimo Chiang Kai-shek.

In many of the half-a-hundred general and sectional meetings of the convention concern was expressed for safeguarding children against the ravages of war upon mind and body. Special attention was devoted to physical education, to the teaching of nutrition, to protection against air attacks, and to the maintenance of morale in the face of mounting casualty lists and the increasing hardships which war brings to the civilian population. Films from the War Department, Treasury Department, Federal Security Agency and U. S. Office of Education portrayed dramatically the nation at war and the contributions of the military forces and the civilian population to victory.

A general session of the convention was dedicated to planning for peace, in which world citizenship was a prominent topic. The fact that the thirty million children now in the schools must maintain that peace, as well as pay the fabulous cost of its achievement, places a vital responsibility upon the schools. Carrying that responsibility effectively is a charge upon teachers which was urged by many speakers.

High point in the entertainment features of the Convention was a patriotic pageant in the Amphitheatre of the Red Rocks, outdoor coliseum of the Rocky Mountain foothills. The drama was produced under the auspices of the Denver schools. A colorful ceremony of the Convention was the burning of the final mortgage on the NEA headquarters building in Washington, at the fourteenth annual Life Members' Friendship Dinner, first banquet meeting of the convention.

A. C. Flora, superintendent of schools, Columbia, South Carolina, was elected president of the NEA for the year 1942-43 Mrs. Myrtle Hooper Dahl automatically becomes junior past president. Harold H. Blanchard, South Bend, Indiana, was elected president of the Department of Classroom Teachers. The Board of Directors of the NEA expressed preference for Indianapolis as the meeting place of the 81st annual convention in June, 1943. Plans were announced by the Educational Policies Commission for a series of national teachers' meetings by radio, the first of which will be broadcast by the National Broadcasting Company, Monday, September 28, 6:30 p.m., Eastern War Time.

CAN WE LEAVE OUT RELIGION?

"Let us not sell our children short.
They are the next generation who will
carry America forward."

LUCY TORZELLA

MR. J. EDGAR HOOVER, in an address delivered in New York City recently said there is something bigger and stronger behind America in this war than the mere preservation of what we have, and this something was a DIVINE FORCE which was behind the liberty of America. Of course, the only surprise any of us feel who have given the matter any thought, is that due cognizance was not given this realization sooner, and by more people who have in any way directed the destinies of America. It seems to me that spiritual values, up until a very short time ago, had become obscured; and now we begin to see a resurgence towards the light. Religion is coming into its own, but it will never attain its true place in our lives unless a forceful impetus is given it, and where else but in our schools will it take root firmly and grow?

Education has often been defined as a continuous changing, an adjustment of the individual to his changing environment; a development of his moral nature to its highest capacity so as to insure the greatest amount of happiness for himself and for his fellowman; for to know what is right is to know what is good, and to be good is to be happy. Happiness for all, then, seems to be the ultimate aim of education. Yet, it is true that the schools have shied away from assuming the moral responsibility of the child, moral in the sense of religion. Schools have been only indirectly concerned with the soul of the child, concerned only insofar as the child's conduct in the school was not contrary to the pre-conceived standard of social behavior, nor offensive to the group in his own classroom (teachers have often been exhorted to let the child's misdemeanor be considered an offense against the group and not against the teacher), and have been content to let the churches and Sunday Schools attend to the spiritual needs of the child. Alas, how inadequate and infrequent are the occasions when a child will solicit such ministrations!

I can understand why the schools have confined their religious observance to the reading of some specified portion of the Bible and the reciting of Our Lord's Prayer. When one stops to consider how many races and creeds are represented in a classroom, it becomes obvious that disastrous results would accrue to the teacher so venturesome as to seek to universalize religion, and religion being the controversial subject it is, it becomes increasingly difficult to strike a happy medium. Even the most foolhardy agree that religion must be handled delicately and with extreme caution to avoid combustion.

Since it is the duty of the American teacher to foster the principles of tolerance and democracy, to integrate these in all her work, any attempt to inculcate religion in the curriculum, knowing that each child has a right to his own religious convictions, would be incompatible with these principles and seem to militate against them. Therefore, the schools have let religion strictly alone; which has been a good thing only in that it has saved the teacher from many an unpleasant conflict.

But let us face it. Religion is a force so potent for good, the lack of it so potent for evil, as evidenced in Nazi Germany, that we, if we are not fools, will refuse to ignore it any longer, nor remain passive in this laissez-faire rut which we have made for ourselves; we are stagnant, obviating the very purpose of education. America is starving, and starving spiritually in the midst of plenty. It is the work of the teacher to take up the reins as she has done so many times before, and begin to plow a straight furrow on this rich, unharrowed field.

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Now, when I speak of religion, I am not referring to Apologetics, nor to Theology, nor to any of the technically allied ramifications of this vast topic. I am using the term in its broadest sense, namely a recognition of and dependency upon a Supreme Being, an application of Christian principles to everyday living; and I speak of it as a quality of soul which can be nurtured in every American child. I do not advocate the introduction of a detailed study of the subject in schools, not even in secondary schools, for the complexity of religious ethics might well be conducive to argumentation — and much as we desire to promulgate freedom of speech, we are more concerned with living a calm, peaceful, full life rather than with tearing ourselves to pieces in endeavoring to prove that Allah and Jehovah are one and the same.

Our President is not too proud to genuflect before his Creator to ask for guidance. The rest of us, with less claim to distinction, would be better persons were we a little more humble; but humility does not come easily to most of us. It must be ingrained into the soul of the child. Let us not sell our children short. They are the next generation, who will carry America forward.

Irreparable harm can be done to the nation, through the individual, when Christian doctrine is pushed so consistently into the background. Take, for instance, the adolescent youth of today. Unless he has been assiduously trained to venerate the things of God by his parents, he considers dependency upon a higher power an effeminacy and a weakness—at least in public. Now, multiply this scoffing attitude by thousands, and you have a jitter-bugging, swing-crazed youth committing crimes of ignorance and wickedness. You have the juvenile delinquent, who later graduates into Public Enemy No. 1—and all because his world is centered upon self, on the acquisition of worldly pleasures, the acquisition of wealth. He has no fear of God. When the tempest surging around him sweeps him into a maelstrom of destruction, he will find no mooring to stay him. He is ashamed to admit he has a soul.

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All this prevalence of spiritual indifference is not the fault of our way of life—for our way of life embodies in it the best of every doctrine; it is the abuse and neglect of our wonderful way of life, a distortion of real values, which has blinded us and obscured our vision. One sees the successful banker, no matter how corrupt, looked up to and treated with deference, while the honest, plodding laborer is treated with contempt. Even in Big Business, I should say, especially, in Big Business, is this trend apparent. Courtesy and chivalry are often pushed brusquely aside so that business efficiency may triumph. And our children, the perfect imitators, are learning from us. What will the next generation be like?

Even now, Education is anticipating a revamping, a reconstruction to come when the war is over. In a world shattered by violence and ungodly wars precipitated by ungodly men, what strength are we building into our children? What will they have to look forward to? If they have faith, they will have everything, for an understanding heart does not falter. Today we are a race of children, crawling and sometimes succeeding to a sitting posture. When we are fully and spiritually developed, we will be a race of men, made in the image of God, with our heads among the stars.

WHO WANTS TO BE A PUBLIC SPEAKER?

Maybe more of those "deep thinkers" on college faculties should learn to put themselves across.

CARROLL D. CHAMPLIN
The Pennsylvania State College

IN THE profession of education there are not enough good speakers. A certain attitude toward oratory and all oral forms of self-expression operates to discourage college professors and public school teachers from developing the science and art of skillful speech. It is readily and obligingly said of the professor who speaks hesitatingly or ineffectively that he is the scholar type and not an orator. If a teacher is seldom invited to speak publicly or to address his colleagues or patrons formally, it is frequently said of him that he is a thinker and philosopher rather than an entertainer given to platform display. If a well known leader in the field of science or history or the classics fails to impress favorably his audience, his friends and defenders will apologize by claiming that he has a creative or critical intellect that is too preoccupied with the major problems of life to be concerned with the busy-work of public speaking.

If, on the other hand, a teacher takes his speaking assignments in his regular stride and seeks to improve his ability to represent his profession well, the best that is usually said of him is that he is a good talker. If a professor has a natural gift in moderate amount and presses this talent into the service of education by refusing to side-step requests for his presence on an important program, then invariably his colleagues explain his prominence in community life by calling him a spellbinder or "just a preacher." There is a tendency among the orthodox in any institution to discount the achievement of any associate who rises to professional distinction by means of public speech. We shall have to confess, however, that our profession would gain in influence from a wider representation of its best men and women on the public platform. Fichte is a good example of a great philosopher who brought fame to his profession and a good name to the institutions he served by demonstrating clarity and eloquence in his public addresses to the German people.

There is a great deal of pride—sometimes sincere, frequently affected—taken by many teachers in their acknowledged inability to speak forcefully. These instructors not infrequently boast of their indifference towards this particular kind of professional opportunity. This is a specialty that mathematicians, scientists, coaches, office administrators and laboratory

technicians do their utmost to escape. Public speaking is for the lightweights, the dreamy theorists, the verbalistic evangelists and the sentimental Pollyannas. Exception happily can be made of many superintendents of schools and presidents of colleges who recognize the value of training and technique in the skillful presentation of valuable information. Their positions and reputations depend largely on their efficiency in communicating important matters to their constituency.

It is true today that public speakers are distinguished more for their availability than for their ability. The professor who delivers from forty to eighty off-campus addresses annually is widely and favorably known to be within reach and "not a bad man to have on a program." Generous newspaper clippings indicate that he has given complete satisfaction before all sorts of clubs, service organizations, religious bodies, school assemblies, commencements, institutions, forum discussions, holiday programs, PTA units, summer conferences, leadership conventions and patriotic institutions. Sometimes he receives a modest fee; frequently his contribution is gratis, with not even a rising vote of gasoline.

Even though the speaker receives scarcely enough compensation to cover expenses there are certain satisfactions that are worth living for. Even when the speaker arouses the envy or the opposition of his associates the effort is not in vain. He is personally and professionally better off because of the new acquaintances he has made and for the good will he has generated in behalf of the institution he seeks to represent constructively. He is buoyed up by the thought that these invitations would cease to come to him if he were not doing some good for his fellow human beings.

Even though it is common gossip among faculties and on campuses to claim that the man who is a successful public speaker is probably unable to do anything else very well, yet the speaker himself knows better. He is conscious of increasing power of mind; he discovers his mental outreach expanding over new fields of interest; he realizes that mastery of details and accuracy in handling factual material are making him a more authoritative and realistic classroom instructor. And above all else he experiences a psychological uplift and professional inspiration that can come only from social, intellectual and spiritual relationship with what we have always called the common people. Nothing is quite so liberalizing and democratizing as close contact with the American mind as we see it spread out in every Middletown, village and farm.

Since teachers of every grade level are called upon to grace certain public occasions it is indispensable that they do their part well. Their professional attitude and their teaching ability are often misjudged by their faltering efforts in the field of public address. An attempt should be made to encourage teachers to carry their share of the program activity of the various organizations in their communities. Administrative heads and supervisory counsellors should make it clear to their staff members that they should not purposefully or habitually refrain from program participation. Teachers' colleges are beginning to stir themselves in the right direction. Forensics, dramatics, debating and panel speaking are all finding a place in their reconstructed curricula. University schools of education are requiring one or two speech courses for those who seriously aspire to a career in education. Our evolving philosophy of American education is emphasizing the democratic give and take that calls for clearness and fluency of oral expression. Our English instruction stresses oral outlets against the more academic and formal written composition of an earlier day.

The age-old controversy of the relative merits of subject matter and method enters into our problem. Cicero once claimed that delivery is more vital than content. Other professional orators and eloquent lecturers take a similar stand; but the public at large will scarcely accept this position. English teachers make a double emphasis today. Cultured men and women want subject matter of the highest quality, and at the same time they desire it clothed in the most artistic manner possible. There need be no sacrifice of scholarship and intellectual authenticity in any effort to give more attention to form, organization and delivery. It is traditional to point out the incompatibility of mind and speech, but it is unpsychological to divorce cause and effect. It is impossible to separate the source and the response.

The American public needs and deserves efficient and productive public speaking. It would add considerably to our popular culture to have available the personalities and the ideas of our best thinkers. The American public is now ready to profit by lectures, forum exposition, joint debate, panel discussion and the town-meeting type of free-for-all exchange of experiences, philosophies and principles of action that the coming era of reconstruction will require. An alert and attentive hearing will be given to any who can prove by their public speaking ability that they have something worth hearing.

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Public speaking is more than oratory. It is more than the speaker with his bag of tricks. There always has been a positive correlation between general education and language ability. There always will be a close connection between general education and logic. The cultivation of public speaking is a fundamental essential of a highly socialized form of life. Among the Romans there was a close relationship between oratory and scholarship. Quintilian has presented a strong case for the

cultivation of public speaking. Our thinking will be better and our civil and political goals clearer when our speaking is more scientific and impressive. Democracy can thrive only on an efficient and universal system of communication made possible by the skillful practice of public speaking. We should bring pressure on our best thinkers and our most distinguished scholars to appear before their fellows—to inform, counsel and delight the educationally ambitious American people. This would exalt our citizenship and give new prestige to public speaking.

THE PHYSICAL CAUSE OF STAMMERING

A Minneapolis speech school proceeds on the theory that tongues as well as feet may have fallen arches.

MARGARET TOWEY EVANS

MANY teachers of speech correction say there is nothing wrong with the speech mechanism of the stutterer and stammerer because at times they can speak well. They say that since all the parts of the speech mechanism are present, the cause of the speech disorder cannot possibly be here, so they have concluded that emotional upsets are responsible for the trouble.

It is true that the speech mechanism is all there, just as all the vertebrae are in the spine of the hunchback, but hindered in their operation by the crookedness of the spine. So, the operation of the speech mechanism is hindered by the crookedness of the spine of the tongue (the middle muscle extending from the tip to the epiglottis).

The spine of the tongue of the stutterer and stammerer is just as crooked as the spine of the hunchback. The tongue hangs far into the throat, pressing upon the larynx, causing nervous disorders and emotional upsets, which intensify the speech confusion. This middle muscle of the tongue should be in a straight line from the front lower teeth to the uvula and never fall low enough in the back to show the opening into the throat during speech. The back of the tongue should not work up and down but should have a side action toward the jaw teeth. The front of the tongue should never employ this side action but should be broad and always work up and down from the bottom front teeth to the top front teeth. The stutterer reverses this principle of tongue action.

If a child begins to work the muscles of the front of the tongue with this side action, thereby narrowing the tongue, the mother should feel greatly concerned because this action continues to weaken the spine of the tongue until the tongue collapses and lies in the bottom of the mouth instead of standing high above the jaw teeth in a convex position. Stuttering and stammering are inevitable, as the whole speech mechanism is now pulled in the wrong direction.

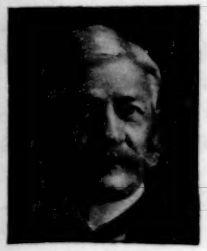
Just as the arch of the foot falls and throws all the muscles of the body out of position, interfering with articulation of the muscles of the body and causing awkwardness and nervousness, so the arch of the tongue falls, pulling all the muscles of the speech mechanism awry, interfering with articulation, and causing awkwardness of mind and body.

When this takes place, the tongue can no longer spring back into its normal position after each word, but if the spine of the tongue is properly placed, developed and anchored, it will act as a spring, pulling the tongue back into its normal position for the forming of the next word. With this normal arch, the tongue will no longer lie shriveled and sunken in the bottom of the mouth, but will lie in a convex position, its edges high above the lower jaw teeth, with a strong, firm appearance, proving that it has a real spine.

Relaxation, proper breathing, emotional training and proper thinking will not lift the sunken arch, as is proven by the fact that students who have taken all that is offered along these lines still have a sunken tongue. It takes strenuous tongue gymnastics to restore the tongue to its normal, arched position and enable it to work in a way that will bring relaxation, proper mental attitudes, emotional freedom and good speech.

Proper breathing relaxes the tongue and often enables one to talk well but it does take strenuous exercises to pull the tongue out of the throat where it has been jammed and cramped so long that its down-pulling muscles have become stronger than the upholding ones, causing emotional upsets.

The middle muscle of the tongue of the stutterer and stammerer is continually dropping below the proper level between the back of the tongue and the tip, causing a deep indentation in the front of the tongue, which in turn causes a strong pull upon the jaw muscles. This brings the jaws together and forces the tones through the nose, pulling the whole speech mechanism out of position. This strain



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upon the jaws is often so strong that the jaws and lips lock and the result is spasms and facial contortions.

This distorted condition of the speech mechanism, causes a lack of confidence. It has been proven beyond a doubt by Miss Ruth Campbell, a teacher of speech in Minneapolis, that when the middle muscle of the tongue (the spine of the tongue) is straightened and strengthened, the whole speech mechanism is pulled into position and the emotional upsets vanish. Instead of being nervous, the student maintains a beautiful poise and a calm that carries him through all speech situations victoriously.

In order to straighten and strengthen the spine of the tongue, the tongue must first be anchored. Just as the ball of the leg must be anchored in the socket of the hip with strong ligaments, so the tongue must be well anchored in the throat with strong muscles which lie in the back of the throat, under the tongue, extending back of the ears and down to the larynx, also up to the skull.

In the stutterer's anatomy, these muscles have become so weakened that the tongue is an unsteady, wobbling, jumping member which must be tamed.

This anchoring of the tongue is accomplished by first strengthening the posterior and anterior pillars, which are the arches in the throat at the tip of which hangs the uvula.

The anterior pillars extend from the soft palate to the muscles under the tongue, while the posterior pillars extend from the soft palate to the larynx to which the tongue is attached. The way to strengthen these pillars is through strenuous hocking, pulling them close together during the process.

The muscles under the tongue must next be strengthened. This is done by grooving the tongue which cannot be done deeply enough without strenuous hocking. The tongue must be grooved from the tip to the back and deep enough in the back that the epiglottis can be seen. With the epiglottis in view and the groove running through to the tip of the tongue, the tip is now lifted with a grip as strong as the student can muster, then moved firmly and steadily up and down while the hocking proceeds. At first the student can only flip the tip of the tongue but through persistent effort, the muscles of the tongue become so strong that there is developed a grip in the front of the tongue which enables him to lift it up and down with a firm hold and then the back of the tongue can be lifted to meet the uvula and the middle muscle of the tongue gripped right through to the tip of the tongue. The grip can be seen moving along the middle muscle until it runs through the tip, leaving the tongue broad from the back to the tip. This breadth

strengthens the muscles and causes the spine of the tongue to lift into its normal, convex position.

Now the muscles which anchor the tongue are strong and evenly balanced. No longer is there a strong down-pull dragging the tongue into the throat, nor on the other hand a strong up-pull dragging the tongue out of the mouth, causing lisping, but the tongue lies in its proper location, relaxed and quiet.

By years of research, prompted by a vital interest in the work, Ruth Campbell has discovered the real cause of stuttering and stammering and has developed the tongue gymnastics which bring permanent correction. She has proven that there is something wrong with the speech mechanism of the stutterer and stammerer and that there is a definite and permanent correction for this defect in speech.

INTEREST YOUR STUDENTS IN POLITICS

Here are some "starting points from which we may work toward more direct and personal teaching of citizenship."

HELEN M. WALTERMIRE

EDUCATION for citizenship, education for democratic living, civic education,—are topics repeatedly chosen by conference and forum speakers. They give us proof that we have failed to date to offer the best type of citizenship training, or they discuss at length why such training is needed but rarely do we find any practical suggestions as to what you and I in the classroom can do tomorrow and next week to make our children better prepared for citizenship in a democracy.

There are various weaknesses in our present program but doubtless the most serious is the failure to interest our students in things political. Men and women may be "good" in the moral sense of the word and still be bad citizens. To make a democratic government workable we must have intelligent, interested and participating citizens. Presidential elections in which feeling was running high as in 1938 (Al Smith vs. Hoover), fail to bring out 70% of the voters.

A Wellesley graduate asked to identify a list of 25 men and women prominent in various fields of American political life, recognized only one,—Mrs. Roosevelt. Women use the excuse, "woman's place is in the home" for not voting. Men consider politics a job for professional politicians,—so they "let George do it" when it comes to voting.

The time has come when a definite drive must be made toward making every child conscious of his duties as a citizen, vitally interested in civic events and sufficiently well informed to act wisely in making political decisions. There must be an interest not only in things political as they exist today but in things political in the future, not simply in things as they are but in things as they should be.

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The following suggestions may act as starting points from which we may work toward more direct and personal teaching of citizenship and arouse a lasting interest in civic affairs:

I. Develop the habit of reading newspaper articles which deal with local, state and national politics.

Begin with the local paper and problems of your own town or city. Know the candidates for office and the office holders. As interest grows bring in a Democratic newspaper and a Republican newspaper and point out how their treatment of the same news story may differ. Stress the fact that all these challenging problems of which they read must be solved by average men and women—voters such as they will soon be.

II. Develop the habit of reading weekly and monthly periodicals in order to get the views of government officials, political experts and outstanding men of affairs concerning political issues.

Some of our least expensive magazines carry stories each week by men of profound understanding of certain complex problems. All of us may not be able to understand the inner workings of our tariff system, the intricate mechanism of our tax system or the best means of preventing inflation but we can all read various views on these all important subjects and thus prepare to vote intelligently. Issues may be complex, it may be difficult to keep up-to-date and informed on so many subjects but once political interest is aroused such reading will prove both profitable and pleasant.

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III. Direct the attention of the students particularly to writers who give intimate sketches of political office holders.

Stories of Robert Moses or Mayor La Guardia make thrilling reading for any-age reader. Franklin Roosevelt makes good political reading almost every day. Several of our popular weeklies are specializing in this type of story.

IV. Encourage students to get acquainted with books dealing with political figures and happenings.

Read parts of "Roosevelt, Dictator or Democrat" to the class. Call attention to books such as, "William Allen White" by Rich, "Two-Way Passage" by Adamic and "Is America Afraid?" by Hartley. Watch the best-seller lists in your Sunday paper to see which of the popular books might offer something to your students whose interest in things political has been aroused.

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V. Direct the attention of students to those writers in both the daily press and periodicals who know how to present facts and opinions in a colorful manner.

Boake Carter is exciting reading. Dorothy Thompson has proved to be a far-sighted prophet. Possibly your local paper has an outstanding columnist you should recommend. Watch for writers who have a knack of presenting the news in a readable and forceful manner.

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VI. Encourage students to take advantage of every opportunity to listen to political discussions as presented by radio, public forum or school assembly.

Make it a point to see that your school assembly offers such a program occasionally. Post the times and dates of the American Town Meeting of the Air, the University of Chicago Round Table and similar broadcasts. Call attention to any local public forum meetings which the students might attend.

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VII. Urge students to follow election returns and compare the number of people voting with those who do not.

How many people voted in the last presidential election? How many were eligible to vote? How many people voted in your last local election? What percentage of the registered voters was this? What explanation have we to offer for this condition? Some South American countries solve this problem by taxing those who fail to vote. Is this a good solution for us?

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VIII. Impress upon the children the fact that the vote-slacker or citizen who displays no interest in governmental affairs, has little justification for criticism of political affairs or personalities.

Too often those most free with criticism are those who would refuse any political job offered them as unworthy of their time. Women clamored for the vote yet even today fail to exercise their power to good advantage. We should not overlook the failures of office holders nor condone misuse of their authority, but we should be fully aware of our responsibility for electing such men to office and for allowing them to remain there.

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IX. Acquaint the students with the significance and the workings of certain governmental plans and devices, the use of which serves to

EDUCATION IN THE AMERICAN CENTURY

The role of Education, now and in the years to come, is indeed a mighty one. The children in our schools today will be the citizens of the American Century. They can live to see the Democratic way of life, deep-founded in the bedrock of this nation, extended and embraced by free men everywhere. To play their part with courage, skill, and humane purpose, our children need the most that we can give them . . . May it be enough.

Tolerance, understanding, willing responsibility . . . the knowledge of freedom and the emotional drive to preserve all that America means . . . the power of intelligent adjustment to changing life situations . . . these are some of the things we must give our children. This is the challenge to American Education. This is the size of the job to be done.

Now, as in the past, this Company stands ready to go "all out" in furthering the ideals and objectives of American Education. In this year of war, as in the years of peace to come, our program will be twofold. It will embrace not only the publication of textbooks written and edited with an enlightened educational philosophy, but also a program of progressive research in the problems and needs of Education in the American Century.

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RECENT SARGENT PUBLICATIONS

EDUCATION IN WARTIME, pub. June 1942, 224 pages, red silk cloth, $1.50. Reviews educational thought, publications and doings of the year. Tells what's doing in schools and colleges in this time of change, what war has done and what will win. Finds educators unprepared and lacking in pertinent information. Redefines education and looks for hope to the inspiring individual rather than to isms and systems.

HANDBOOK OF PRIVATE SCHOOLS, pub. May 1942, 26th ed., 1152 pp., 250 illustrations, 17 maps, $6.00. An Annual Review and Guide Book for all interested in private initiative in education. Individual private schools critically described.

WAR AND EDUCATION: TRENDS AND TENDENCIES TODAY, for early Fall publication, ca. 350 pp., cloth $3.50. Appraises changes resulting from the war. Presents evidence that our education leaves us without understanding and without emotional control,—that our current systems of education make possible our present systems of wars.

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▼

X. Organize and conduct a genuine plan of pupil participation in the management of the school.

Many times so-called student self government is nothing but a new form of teacher or principal dictatorship and is therefore worse than useless as training for political life in a democracy. Today your school,—every school should have a truly democratic form of pupil participation in the management of the school. This need not mean exclusion of teacher or principal influence. In a democracy all groups should share in planning and running the government.

▼

All of us recognize the stealing of an automobile tire as an act of theft, but manage to think of an act defrauding the government of tax monies by some more attractive name. Students must learn to think straight about both their own responsibilities and the responsibilities of their elected representatives.

Take time tomorrow to discuss with your students some event of political importance. Make this a habit. Plan a definite program aimed at developing this all-important interest in every student with whom you come in contact.

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The important thing at the end of a college education is not what you know, but what you love. Hitherto, education has given everything except something to love supremely. It hasn't given a Cause which would gather life into coherence and meaning and goal. . . .

Only as you lose life in some Cause ultimately meaningful will you find yourself coming back to you again coordinated, unified, and happy. That Cause that is ultimately meaningful is the Kingdom of God. Education must introduce youth to that or fail at its central point.—*E. Stanley Jones.*

Good Morning, Teacher

RUTH C. FREY
Ottawa, Ohio

On Being Alert

Since we have two eyes, two ears, a sense of smell, and ability to taste and to feel, since intuition and imagination are waiting in our make-up for a developing agent, surely we should take in and enjoy the world and the people around us. The world may smile at the person who goes along the same street day after day with the expression of extreme attention on his face, but the smile is affectionate and tends to make the world a really happy place for all. Often I ask my pupils what they saw on the way to school. I'm always sorry for the child who looks blank. The expression often seems to say, "What's wrong with *you* today?"

What might we ourselves see? There is so much I hesitate to suggest, for your thoughts are so far ahead of me now. Maybe this morning it was a little child trying and trying to do the thing his heart is set on—to a teacher this is worthy of attention whether the activity is positive or negative. Maybe it was a bird carrying food to its young. Maybe it was color seen in flower, animal, stone, or sunbeam. Maybe it was motion—a gathering storm, a wind-tossed tree, the ocean, a brook, a stream in flood. Maybe the people you passed caught your attention—a well-set-up lad, a little old lady, a fine figure of manhood, a wretched cripple, an alert woman—all have their moment in your mind.

Try hard to keep your interests broad enough to take in all sorts of impressions, then you will be a welcome companion for young and old, and your life will add to the sum of the world's progress toward better things.

Questions

Does the fleeting attention of youngsters, given to all manner of stimuli, carry any message for teachers? So much does it carry that we should endeavor to retain this breadth of attention while we strive to lengthen the time of attending. Small children learn by leaps and bounds. The amount of work a child of two has done should humble every adult—he has learned to control himself and others; he has learned balance and manual dexterity; his vocal organs and mind have been correlated; his sense of humor has budded. At no later time in his life must be learned so many diverse matters in so short a time.

Why are afflicted persons so often pleasant companions? In many cases these persons have so broadened their lives before misfortune came to them, that they have been able to rise above the handicap.

Should class assignments always be in accord with the enthusiasms of the pupil? Life is easier for teacher and pupil when this is true. But life has a way of making us like things we have to do, so perhaps it would be well for the pupil at times to force himself to be interested in what he must do. Call me old-fashioned if you like, but before you do, canvass your daily tasks to see that you approach each of them with the enthusiasm of a devotee.

On Being Pleasant

The quality of personality most necessary to the teacher is that of being pleasant to those around her. This is more than an attitude. You may best attain it by keeping well and consequently well-poised. You would laugh, I suppose, if I were to say that your success in your chosen profession was dependent upon such things as the shoes you wear, the green vegetables you eat, the hours of sleep you get, the type of diversion you follow, the state of your heart interest, etc., but think it over.

It Seems to Me

BYRON C. KIRBY
South Bend, Indiana

Teachers Will Win the War

This war is testing our national resources, power to organize, produce and think. Men and women are leaving the farms, offices and classrooms to join the forces of combat or production. Ultimate victory demands that every individual find the corner where he can give the biggest boost and then push to the limit.

There need be no question as to what is essential for victory—battleships are and so, too, are tanks, airplanes, submarines, guns, torpedoes. But over and above all these is a well-trained, well-disciplined mind. It takes a good mind to produce a good product whether it be a ship, a tank or a gun. More, it requires a good mind to use equipment effectively. The most modern tools of war or tools of anything else would be useless in the hands of people who are mentally inert.

The teachers of America hold a key position; their work is of prime importance; theirs is an essential occupation. True, teachers do not trap whole armies or bomb nations into submission—they do more than that—they train minds that can make the most effective

instruments of destruction on earth; that can use these weapons to the maximum degree of their destructive potency; that can make automobile bodies out of peas and peanuts; that can think in terms of social progress and individual liberty while prosecuting a titanic war.

▼

America has not been in this conflict very long, yet our whole economy has been put on a war-time basis with a minimum of friction; our planes and equipment are the best on earth; and our soldiers are the most alert on any front. The teachers of America laid the foundation for this.

A well-trained mind, one that can concentrate, grasp a situation instantly and determine the proper course of procedure is pre-requisite to fighting a successful war. Mental alertness and the scientific attitude are essential to success in war or in peace—and because our class-room teachers constantly have stressed these America will win this war and win the peace.

▼

Good teachers, however humble, create the stuff victory is made of—they deserve as much honor as troops in the field, strategists at the conference table or leaders of industry, for they trained all.

Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

When our faculty and students are again in the swing of activities for the school year, perhaps the first most constructive job we shall tackle together will be to make up the calendar. To schedule the usual series of dances, film presentations, lyceum attractions, etc., will not be difficult, but to anticipate the one-hundred-and-one items which the war will make necessary is impossible. As a basis for our planning, therefore, it will be our hope that now, if never before, streamlining will be the order of each and every day. Superficial and non-essential activities should have no place in schools for 1942-43.

▼

What shall we stress? Complying with the request of the Office of Civilian Defense, our school has its own War Council, and it will be their activities which will be given priority. War stamps and bonds must be purchased in amounts that should put the record for 1941-42 to shame. Located as we are in the heart of the iron mining industry, the need for careful air raid drills can not be too strongly emphasized. Academic subjects such as United States history, civics, and economics will err seriously if a large proportion of time is not given to the careful interpretation of current events. Out of these classes should come many panel discussions which when perfected will be made available to the entire student body in the auditorium.

▼

I enjoyed a brief busman's holiday this summer—visited schools. One building made an indelible impression upon my memory. Walls of classrooms, hallways, lavatories bore unmistakable proof that students there had no respect for public property. Bulletin boards (always of curious interest to visitors) were unsightly messes. Despite the fact that a force of janitors had been on the job since the school closed, so much remained to be done that it could not possibly be completed before September.

The contrast with my own building was so great I could not get to see the custodian quickly enough. I told him what a fine job *he* was doing! His only reply was, "Thanks, now we'll get to work! You see we're not satisfied." Credit for my interest in janitors goes to Dr. Briggs of Columbia who impressed us with the need for administrators to walk hand in hand with those responsible for the physical cleanliness of school buildings.

I plan to watch with keen interest this year two or three curricular changes. Advanced algebra has been lengthened to two semesters. Solid geometry and trigonometry will be offered in the first and second semesters respectively rather than in alternate years, with advanced algebra on a one-semester basis. This we hope will be in keeping with the increased emphasis upon mathematics.

▼

Time has been set aside for an elective class for freshmen in vocational guidance. If successfully concluded, it may subsequently be made a requirement. The expectation is that it will eventually be a helpful forerunner to our junior-senior program of apprentice work. (See *Journal of Education*, September 1941.) For our freshmen, we shall provide ample background materials for the rapidly increasing host of jobs and careers now available to young people with a high school education. Stores, restaurants, hotels, offices, dairies, etc., will be visited leisurely enough to get a real perspective. Community leaders will be invited to visit the class and make themselves available for questions. Then aptitude tests, but more of that later!

The News Digest

OF EDUCATION IN ACTION

Junior Colleges Show Industrial Trend

LOS ANGELES—With a unity of purpose which presages success, 100 administrators and faculty leaders of junior colleges throughout the country gathered recently at the University of California at Los Angeles to focus their attention on the transition of wartime students from the campus to the industrial plan, as well as on the complementary postwar adjustment.

Eminent speakers, leaders in their field, showed graphically that the war has turned student emphasis from liberal arts to technical studies and thereby created an acute shortage of teachers in some departments and a superabundance in others.

The instructors, some of whom came from as far as Minnesota, readily agreed that they should serve as liaison workers between the high schools and the industries, so that, through the terminal education program, they can take the high school graduates, aid them in selecting the type of work for which they are best suited, and prepare them to take their place in the war factories.

Health Rules Applied To Private Schools

NEW YORK—Regulations designed to apply standards of health protection already obtaining in public elementary schools to the 1,000 parochial and private elementary schools in the city were adopted by the Board of Health, effective Oct. 1.

The board also ruled that beginning with the Fall school term all teachers and other school employes in public, private and parochial schools must pass a physical examination upon appointment and a check-up examination every two years thereafter. This physical examination will give particular attention to tests for tuberculosis and other communicable diseases.

Under the new rules, pupils entering parochial and private elementary schools either will have to exhibit a certificate of health obtained after examination from their own physician or pass such an examination by a school physician.

Nazis Warp Education In Occupied Lands

PRINCETON, N. J.—Much has been written on the methods and principles of Nazi education of German youths, an education aimed at imbuing them from early childhood with the concept of a Teutonic "master race." Comparatively little is known outside, however, of the efforts of the Nazis to train in a similar spirit the youth of the so-called Germanic countries now under German occupation with the purpose of perpetuating the rule of the "master race."

Reports reaching the United States recently from Norway, Holland, Belgium, Denmark and Luxemburg tell about Nazi endeavors there to stimulate co-operation in the "new order," particularly in education. Physical culture is being advocated at the expense of scholarship; anti-Semitism and hooliganism are encouraged as symptomatic of the soundness of the Nordic mind and body, and the general tendency is to train youth in toughness toward subordinates and unquestioning obedience to "leaders."

Nazi methods have been imposed ruthlessly on Norwegian youth, with the notorious Vidkun Quisling using all possible means to create a perfect structure of national socialistic education in his country. The "Hird," Norwegian storm-trooper group backed by the Gestapo, is reported in control of all youth organizations. Norwegian youths no longer are requested to join youth or labor camps; they are compelled to.

It is reported from Belgium that "political schools" have been established for the education of future Belgian "leaders" willing to acknowledge German superiority and the alleged hopelessness of democracy. In the other Belgian schools not only the German language but German interpretation of history has been made compulsory.

Similar methods have been reported from Holland; Dutch schools have become Germanized notwithstanding the anti-Nazi attitude of a vast majority of the Dutch people.

The Nazis are said to feel they can afford to leave the educational problems of France in the hands of the Vichy government.

War-Time Economics In Maine Curriculum

AUGUSTA, ME.—This autumn and winter, many of Maine's high school students and special adult classes probably will be studying the practical application of inflation, rent control, and rationing as a new wartime "wrinkle."

State Education Commissioner Harry V. Gilson said his department was preparing an outline study of such topics which will be made available to all high school teachers for offering to students.

"Inflation, rent control, rationing and the like present new citizenship problems almost over-night in these war times," Mr. Gilson said in an interview, "and I believe it is vitally important that special study should be given these problems by our boys and girls, and also adults, in order that they may know their practical application to our current everyday life which has been changed so much by the current war."

Louisiana Survey Is Critical of Schools

NEW ORLEANS. — The astounding failure of the average school to train its students to live in a democracy was emphasized in the recently completed survey of Louisiana schools—a survey which stressed the place of the schools as "pivotal forces of a democracy" and introduced for the first time new and radical procedures which may well revolutionize the entire method of survey conducting.

The overwhelming conclusion of the eight-volume report made by the commission is that the average school does not deal realistically with the world—that it offers no fundamental training which will be of value to a citizen of a democracy.

Principal reasons offered by the survey for this inadequacy of the schools are that teachers often know too little concerning their communities and community problems; undue emphasis is placed on training for college, and public schools are not aiming to provide the maximum good for the much larger number of students who will never see a college classroom; schools fail to train students for work in their own community, and schools have inadequate programs of health and medical care.

Remedies recommended by the survey include a twelve-year school system instead of the eleven-year one now in existence, more teaching of trades and occupations and more emphasis on citizenship training to overcome the undue emphasis on college training, greater attention to the study of books, newspapers, radio, and motion pictures, and closer co-operation with organized groups in the community. The survey also advocated the establishment of a "coordinating commission on economic resources" to collect information on vocational opportunities in Louisiana.

E. A. Nelson Heads Brockton Schools

BROCKTON, MASS.—Edwin A. Nelson, a district school principal, has been elected superintendent of schools for Brockton.

He succeeds John L. Miller, superintendent for the past six years, who has resigned to accept a similar position at Great Neck, L. I.

Nelson is a graduate of Fitchburg Teachers College, and took his graduate degree in education at Boston University. He has been teaching in the Brockton schools since 1924.

Colleges Warned Of Fiscal Problem

CLEVELAND—Increased income from tuitions, produced by the nation-wide accelerated educational program, is the forerunner of serious financial problems for liberal arts colleges, in the opinion of Robert D. Fisher, fiscal vice-president of Western Reserve University.

"The extra income produced by the accelerated program will be needed to offset the post-war effect on the budget of those programs," Mr. Fisher reports following an analysis of the situation. "This extra incomes does not create a true surplus. It creates a high tide in income, which is exactly equaled by a low tide bound to occur in the first three years after the war."

Foresees Schools On 14-Year Basis

ANN ARBOR, MICH.—Expansion of public school education, when peace comes, to a system of fourteen grades instead of the present standardized twelve was seen as "likely" by Dean James B. Edmonson of the University of Michigan School of Education.

Dean Edmonson expressed the opinion that public school education, already greatly affected by the war, would continue to broaden its activities further, particularly along the line of vocational training.

An increase in both State and Federal Government control, along with greater financial aid for local schools, appears probable, says Dean Edmonson.

Care of the student's body, coupled with an insistence that the schools reach into the home and insure for boys and girls the proper kind of psychological influence for their character training, may even be patterned to some extent after the Nazi program in Germany, though without the pernicious aspects of the Hitler system, Dean Edmonson said.

C. B. Glenn Retires From Birmingham Schools

BIRMINGHAM, ALA.—Dr. C. B. Glenn has retired from the office of superintendent of schools here after having served for 21 years in that capacity, and after a total of 44 years of service in the Birmingham school system. When he took over the direction of public education, the school system employed 817 teachers, and operated 55 schools with an average daily attendance of 28,124. Today Birmingham operates 70 schools with a teaching staff of 1,496 and average daily attendance of 44,166. Dr. Glenn did a remarkable job of building up the schools, but never was he in favor of building at the expense of instruction.

Dr. Glenn offered his resignation because he was convinced that the great responsibility of adjusting the schools to the problems of the post-war world could best be met with a younger man at the head. He is succeeded by Dr. L. Frazer Banks, who was assistant superintendent.

Honorary Degrees Thick As Leaves

CORVALLIS, ORE.—A reform in the system of awarding honorary college and university degrees was recommended by Dean Stephen Epler of the Southern Oregon College of Education who charged that in many cases honorary degrees were now granted in the hope of financial remuneration.

In announcing the result of his findings, which were released by the American Council of Public Affairs, Dean Epler said that more than 75 per cent of the 241 institution heads he queried on the question agreed that fewer honorary degrees should be awarded and 11 per cent thought the present system should be abolished.

Two-thirds of the college and university heads told Epler they felt that honorary degrees are bestowed too largely to persons who had attained some practical or administrative success. "If honorary degrees had been given only to a Newton, a Darwin, an Einstein and men of equal scholarly achievement," he declared, "the prestige of the honorary degree system at the present time would be unquestioned."

Instead, he added, more than 50,000 honorary degrees have been awarded since 1870, one of which he pointed out, had been a doctorate of canine fidelity conferred on Bonzo, a "seeing eye" dog, by a New Jersey college.

U. of M. Broadens Correspondence Aids

ANN ARBOR, MICH. — Supervised correspondence studies at the University of Michigan have now been expanded to include about 180 subjects to meet the insistent demand for instruction in courses which have a bearing on war training and are usually not offered in the smaller high schools, it was announced by the university's extension service.

The teacher shortage due to the war also has influenced the decision, it was found, and courses which are now offered include solid geometry, advanced algebra, trigonometry and second-year instruction in foreign languages.

High-school students make applications which are then approved by the university's Bureau of Cooperation with Educational Institutions, through their superintendents of schools or principals.

Taught 50 Years At Park College

PARKVILLE, MO.—Dr. Merlin C. Findlay, Professor of Biology at Park College, has concluded fifty years of teaching here. For the sixty-seven years that this college has existed, every student in attendance has worked part time while taking undergraduate courses.

Dr. Findlay went to Park College immediately after his graduation from Hamilton College in 1892. During the last half century he has given to hundreds of young men and women their first taste of premedical training.

Teacher Warns Against Neglect of Literature

BRYN MAWR, PA. — The importance, to all students, of the study of literature, especially in a time of crisis, is emphasized in a report issued recently by the literature committee of the School and College Conference on English, of which Mary K. Woodworth of Bryn Mawr College is chairman.

Though long unchallenged as a necessary part of the school program, the full continuance of literary studies no longer can be taken for granted, according to the report. There is danger that accelerated curriculum and the cry for studies designed to give immediate practical results and training for specific jobs in the war effort may shift the attention of educators, says the report, and it is important to bear in mind that students need a wider training as well, to acquire a sense of the beliefs and broader values on which democracy must be based.

Earnings Steady On Endowments

PHILADELPHIA.—College and university endowment funds earned as high a rate of return in 1941 as they did in 1940, owing to increased holdings in common stock and additional income from real estate, it was revealed in a survey on "College and University Investments and Income, 1925-41," conducted for the American Council of Education Studies.

The average rate of return earned on the funds of 120 institutions included in the study for the year ended June 30, 1941, was 4.07 per cent, as compared with 4.06 per cent in 1940. Funds of these schools amounted to $326,564,000, or 75 per cent of the total endowment funds held by institutions of higher learning in the United States.

However, the survey points out, despite the high rate of return in endowment funds, colleges are facing losses in actual income. In order to make up this deficit, "institutions have gone into debt, some have used up reserves and others have received extraordinary gifts to tide them over. Others have reduced opportunities to students and lowered standards."

Pittsburgh Prepares To Teach Aviation

PITTSBURGH.—To teach aviation to public school children, a new course for teachers was offered at the University of Pittsburgh.

Both government and educational leaders have recommended that school children learn the principles of mechanical flight. To cooperate, the university inaugurated a special two credit course in pre-aviation education for instructors and administrators.

The new course dealt with the history and development of civil and military aviation, the organization and control of civic aviation and the future of flight education in the United States and elsewhere. Material covered in the primary ground school course as set up by the Civil Aeronautics Authority was reviewed and an evaluation made of available courses in the study of aviation for secondary schools.

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Los Angeles Pupils Go In For Farming

LOS ANGELES — There are 78,000 farmers living and working in the City of Los Angeles this year. No, not ex-farmers who have left fields and furrows to work in aircraft plants, but young, enthusiastic producers of foodstuffs. They are the boys and girls of Los Angeles, and right within the city's limits they have raised $212,850 worth of crops and livestock since the assault on Pearl Harbor.

When Dr. Vierling Kersey, superintendent of schools, foresaw the vital part youth could play in meeting the wartime food production needs of a democracy, he initiated a program which included not only students regularly enrolled in vocational agriculture but also every boy and girl who could have a garden plot at home.

If, as seems probable, the fall will see California schools revising their schedules to let students work part-time at harvesting crops, this city's Food for Freedom project, carried on throughout the school district, has abundantly proved that learning will not be sacrificed before necessity born of war.

For there's more education for city youth to be gotten from truck gardening and raising livestock than anyone dreamed a year ago. It's one thing to plant seeds and cultivate a garden, for instance, and quite another to solve marketing problems. It takes just about all the "readin' and writin' and 'rithmetic" a youngster can lay his hands on! Even Tom Thumb-sized gardens call for initiative, energy, and perseverance—qualities which weigh mightily in the scales where public education balances its major purposes.

Diamond Cutting New School Course

NEW YORK.—The Board of Education, viewing the diamond piles in this city that have grown since Hitler's European conquests to a size that would make Sinbad's eyes pop, prepared to institute the first diamond-cutting course in any public school in the country at the High School of Industrial Arts, 211 East Seventy-ninth Street, is was learned.

The diamond industry, which sees thousands of jobs opening here eventually as a result of the shift of the world's diamond capitals from Amsterdam and Antwerp to New York, supplies the diamonds on which schoolboys learn the trade and lends the city the machinery and other equipment needed.

Dr. Wade Heads New York Schools

NEW YORK.—By unanimous vote, the Board of Education elected Dr. John E. Wade, deputy superintendent of schools, as Superintendent of Schools for a six-year term at $25,000 a year. He will fill the vacancy caused by the death of Dr. Harold G. Campbell.

Dr. Wade has been a member of the New York City school system for forty-four years. He started as a teacher, and served successively as elementary school principal, high school principal, district superintendent, associate superintendent and deputy superintendent. In the last year and a half he has frequently been acting superintendent, due to Dr. Campbell's illness.

Board officials warmly praised the new superintendent. No other candidate was presented for the office.

Dr. Stephen F. Bayne, associate superintendent of schools assigned to the elementary education division, was designated as deputy superintendent of schools to succeed Dr. Wade.

Southern Educators Plan Regional Gains

CHAPEL HILL, N. C.—On the University of North Carolina campus recently the South—years ago labeled the nation's economic problem No. 1 by President Roosevelt—came a step nearer realizing its "unlimited possibilities as the richest potential region in the United States."

Gathered at Chapel Hill during six weeks were twenty-two selected scholars and researchers from eight Southern States, most of them holders of Rockefeller fellowships, who met here under the guidance of Dr. Howard Washington Odum, leading Southern sociologist, to plan and discuss the tremendous task of distributing essential plans and information on regional, social and economic planning.

The group represented the first Southern Sociology Workshop, and took a step forward in the South's development that not even the war could hinder.

These educational leaders were pretty well acquainted with the South's assets and liabilities—where it leads and where it lags.

If your part of the country seems to be overlooked in these news pages, why not appoint yourself a committee of one to report its activities?

President Decries Any Cut in Schools

GARY, IND. — President Roosevelt, in a message to the American Federation of Teachers, declared that children must not be permitted to bear the cost of the war in neglect or loss of educational opportunity. He also called on the teachers to convey an understanding of the war issues and the hardships facing not only children, but adults in every community.

The message was read to delegates at the 26th annual convention of the federation.

The federation, an A. F. L. affiliate, discussed immediate education problems in connection with the present emergency, such as the shortage of teachers, overcrowded classes, closing of schools as a result of teacher shortage and the care of children under war conditions.

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